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# The development of educational experiences designed to train prospective teachers to work with parents.

Pattie Louise Harris

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THE DEVELOPMENT OF EDUCATIONAL EXPERIENCES  
DESIGNED TO TRAIN PROSPECTIVE TEACHERS  
TO WORK WITH PARENTS .

A Dissertation Presented

By

PATTIE LOUISE HARRIS

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1979

c Pattie Louise Harris 1979

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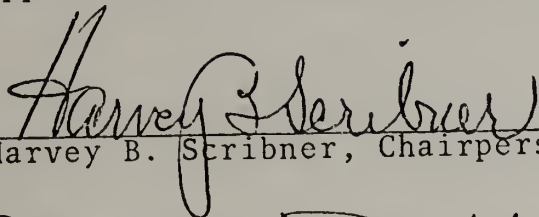
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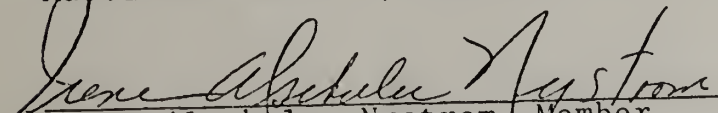
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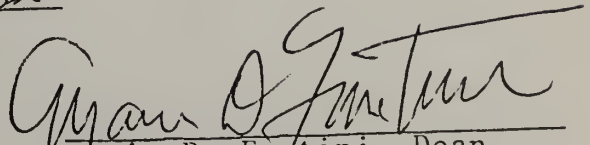
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To my mother and father

## ACKNOWLEDGEMENTS

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# C H A P T E R I

## INTRODUCTION

### Purpose

This study was undertaken to accomplish four objectives:

- (1) To document the positiveness of integrating an orientation toward parent involvement into teacher education programs;
- (2) To construct a series of educational experiences that would help prospective teachers to focus upon the requisite skills and attitudes for encouraging and supporting parent involvement;
- (3) To construct and utilize a training process; and
- (4) To evaluate the effectiveness of the training process by assessing the effects of the learning experiences upon the attitudes and perceptions of the prospective teachers.

### Statement of the Problem

Teacher-parent relations are in somewhat embarrassing straits, for historically an attitude of distrust has existed between them. Too often teachers view parents as indifferent and incapable participants in the educational process. At the same time, parents often categorize teachers as opponents of the parents' rights in educational

decision-making. In 1932, Waller described the strained relations that characterize parent-teacher interactions:

From the ideal point of view, parents and teachers have much in common, in that both supposedly, wish things to occur for the best interests of the child; but, in fact, parents and teachers usually live in a condition of mutual distrust and enmity. Both wish the child well, but it is such a different kind of well, that conflict must inevitably arise over it.<sup>1</sup>

Commenting on Waller's observations of forty years ago, Safran is convinced that the above description of parent-teacher interaction is recognizable today.<sup>2</sup> Hefferman and Dodd have likewise attested to the difficulties that parents and teachers experience in relating to one another:

Certain negative factors have hindered the development of positive attitudes toward the school and positive relationships between parents and teachers. Parents and teachers have both failed to recognize that educating a child is a task they have in common. The home has been thought of as the place where children were reared by their parents, the school as the place children were educated by their teachers. Parents' unconscious fear of, and hostility toward the authoritarian teacher and school was often the result of their own unfortunate experiences in childhood. Too frequently the school of the past was not geared to child interest and level of development, and it produced an adult who was not concerned about the school. Cooperation is steadily improving, but remnants of fear and lack of understanding still interfere with mutual accomplishment by parents and teachers.<sup>3</sup>

In the long run, the negative opinions held by parents and teachers at the one-to-one level tend to produce stereotypic impressions of the opposite group. Consequently, issues and problems continue to be confronted abstractly in general terms as "the school is" or "the parents are;". blame is ultimately assigned to the opposite group and, in

the case of teachers, the individual teacher tends to feel exempted from the responsibility of the problem. Therefore it appears that for many teachers, there is the problem that they may lack the appropriate attitudes and skills for working with parents.

Clearly the responsibility for the lack of appropriate attitudes and skills for working with parents among teachers must be accepted, in part, by teacher training institutions. Safran has noted that the movement towards encouraging, mandating and studying parent involvement "seems to have been rising around teacher education virtually unnoticed."<sup>4</sup> He further states that teachers are no more prepared to work with parents now than they were ten years ago.<sup>5</sup> The lack of skills in working with parents has also been identified by Karnes, Zehrback, and Testa as an obstacle for true family involvement in the school experience.<sup>6</sup>

This study is based on the belief that the effort to enhance the viability of the home-school partnership should focus specifically on the teacher's competence in establishing good relations with parents. Though it is essential for the school's administration to set overall goals for parent-teacher relationships, it is the interaction between the individual teacher and the child's parent(s) that either builds or undermines the home-school partnership. In other words, the school's climate of acceptance or

non-acceptance of parental involvement is directly related to the dynamics of the parent-teacher interaction. No other functionary in the school shares the unique relationship with parents as held by the teacher. Therefore, because of that unique position in the home-school partnership, this investigator believes it is the teacher who implicitly assumes the key role as initiator, supporter, nurturer and even shaper of the school's parent involvement effort.

Traditional teacher education has generally paid lip service in recognizing the influence of the home in the child's education, especially prior to 1960; programs have been designed upon the assumption that most of the child's learning occurs in schools and from what teachers do in schools. This position contributes to the many misconceptions that teachers have toward parents.

One obvious manifestation of the lack of a parental involvement orientation in teacher training institutions is the absence of parent-related courses from the teacher training curriculum. A survey of New England college catalogs in 1974-1975 revealed only a small minority of teacher training programs that offered parent related courses.<sup>7</sup>

Teacher education colleges need to provide specific training for working with parents and this training should



be offered to prospective teachers. Safran states that teachers must be prepared for working with parents before they start teaching. He writes:

In-service training, I have found is not only too little, it is too late. . . . By the time many teachers are on the job they have been prepared not to work with parents.<sup>8</sup>

Hefferman and Todd concur with Safran's recommendation. Commenting specifically upon training teachers to conduct parent-teacher conferences, they write that "an opportunity to learn how to conduct successful person-to-person conferences should be included in the professional education of prospective teachers in colleges and universities."<sup>9</sup>

The specific problem, in brief, which this dissertation will address is that teacher training institutions in general have not been encouraging educational programs that prepare the prospective teacher to work with parents. By providing this training, the author contends that we can reasonably expect that parent-teacher relations will improve and that there will be an increase of parent involvement in education.

Inasmuch as teacher training institutions need to create programs that will promote teacher competence in working with parents, the intent of this dissertation, then, is to develop and evaluate a set of training experiences to foster better parent-teacher relationships.

### Significance of the Study

A survey of teacher training programs in the New England region was carried out by the researcher in March, 1975 to ascertain the extent to which parent involvement oriented courses were included in the curricula. The survey identified a small number of the desired courses. Thus, in an effort to contribute to the body of teacher training models for working with parents, this study was undertaken.<sup>10</sup>

Secondly, this study should be useful in the planning and implementation of training programs in several ways. For example, the training experiences developed in this dissertation should be used to extend the curriculum content of teacher training practicum seminars towards a parent involvement orientation. Further, the evaluation instruments could be utilized for assessing ongoing training needs. In addition, the training experiences and the evaluation instruments should be useful for providing insight into the attitudes and understandings of teacher-interns as they prepare themselves to work with parents.

### Limitations of the Study

Several factors contribute to the limitations of the study. First, the focus on one geographic area, the New England region, for the purpose of increasing the number of parental involvement training models in teacher education programs, restricts the potential for generalizing

the study to a larger population. Therefore, only to the extent that the status of parent involvement related courses in New England teacher education programs represents a similar state of affairs in other areas is the study suited to wider generalizability. Secondly, because the study was undertaken in a teacher training laboratory preschool, the generalizability to teacher internship programs working with children of different ages and types of education is limited. The third limiting factor affecting the study lies in the evaluation design for the training experiences, and in this respect, the following considerations have been identified:

- The four groups of participants--experimental and control group of teacher-interns and parents--represented an arrangement that had been established before the study for training and administrative objectives of the center's internship program;

Therefore, randomization of the four groups did not occur;

- The teacher intern groups were small, i.e., the experimental group  $\underline{n} = 10$ ; the control group  $\underline{n} = 8$  (6);
- The parent groups were essentially from a small college community and therefore were not representative of the total preschool parent population;
- The schedule of the training period was only one hour per week over a twelve week period;
- The participants may have represented a bias sample since they were participating in activities at the laboratory school that supported parent involvement.

Finally, the generality of the results of the study were reduced by the omission of a pilot testing phase for



the curriculum and data collection.

### Definition of Parent Involvement

For this dissertation, parental involvement in education is defined as the active participation by the parent in the educational development of the child in a variety of roles, i.e., as a tutor of the child, as an advisor or decision maker in matters pertaining to the school, as a volunteer in the school and as a learner of these roles.<sup>11</sup>

### Design of the Study

The dissertation has been developed into four parts:

- (1) A formulation of supportive data regarding the necessity for teacher education institutions to incorporate parent involvement training for teachers as a priority;
- (2) The development of a set of training experiences to help prospective teachers to work with parents;
- (3) The evaluation of the training experiences developed by the researcher; and
- (4) A discussion of the insights gained from (a) the evaluations by the teacher-interns and the parents of the children with whom the interns worked and (b) the experiences in conducting the training sessions.

### Evaluation of the Training Process

To assess the effectiveness of the training process, data were collected from the teachers involved in this study, and from the parents whose preschool children were instructed by these teachers. A quasi-experimental research design was employed: Nonequivalent Control Group Design.<sup>12</sup>

A group of teacher-interns from the Early Childhood Human Development Teacher Preparation Program at the University of Massachusetts participated in a seminar, "Building the Parent-Teacher Partnership," conducted by the researcher. The teacher-interns receiving the training experiences comprised the experimental group. Another group of interns who were not involved in the seminar constituted the control group. The Nonequivalent Control Group Design was selected because it permits experimentation with pre-established groups that lack the possibility of pre-experimental sampling equivalence. In the case of this study, the assignment of the participants to the respective groups was decided by the teacher education program. Therefore, the use of the pre-established groups necessitated a research design that would enhance the validity of an evaluation in which non-randomized subjects were employed.

The following components summarize the Nonequivalent Group Design used in this study:

- One experimental group; one control group;
- A treatment to one group, the experimental group;
- A pre-test and post-test of both groups.

In addition to the teacher-intern groups, the parents of the children enrolled in the center's two classes at the laboratory school, the site of the interns' practicum were included in the evaluation of the training experiences. The parents received no treatment; rather a questionnaire was devised to survey the extent to which the parent observations corroborated the interns' self-perceptions. The parents of the children enrolled in the session taught by the experimental group of interns comprised the experimental parent group; the parents of the children enrolled in the session taught by the control group of interns comprised the control group. (Table 1 illustrates the evaluation plan.)

The internship program at the Human Development Center was selected because as an early childhood program, it provided the type of setting that offered optimal frequency of parent-teacher contacts. It is normal to expect that in a program for preschool age children, in contrast to school age programs, more parents would be found in the school accompanying their children to and from the premises.

Between September 1975 and December 1975, the experimental group of teacher-interns participated in the one hour weekly seminar, "Building the Parent-Teacher Partnership." This seminar was conducted by the researcher utilizing guest lecturers

TABLE 1  
EVALUATION PLAN

Group	Measurements and Treatment		
<u>Teacher-Interns</u>			
Experimental	Pre-test	Training	Post-test
Control	Pre-test	--	Post-test
<u>Parents of Pre-School Children</u>			
Experimental*	Pre-test	--	Post-test
Control*	Pre-test	--	Post-test

\*Parents in neither group received training. They are differentiated into two groups in accordance with whether their children were taught by interns belonging to the experimental or control group.

for selected topics. The seminar followed the experimental group of teacher-interns' weekly practicum related seminar conducted by their supervising teacher. It should be noted that both teacher-intern groups met for a practicum related seminar with their respective supervising teachers.

The experimental and control groups of teacher-interns were pre-tested in September and post-tested in December. The pre- and post-testing of the two parent groups did not coincide with the testing of the two teacher-intern groups. Pre-testing of the two parent groups was administered three weeks after the first training sessions for the experimental group of teacher-interns. By delaying the parent groups' pre-testing, a short period was created in which the parents could become acquainted with the teacher-intern before completing the opinion survey. The post-testing of the parent groups was administered approximately two weeks after the post-testing of the teacher-interns. The delay in mailing the post-test to the parents was to circumvent the potential for some disinterest in completing the questionnaire due to the heightened activities of the Christmas holiday season.

### Instruments

Two specially designed questionnaires were constructed by the researcher to measure the effects of the parent involvement seminar on the teacher-interns:



- "A Survey of Attitudes, Perceptions, and the Perceived Level of Preparedness of Prospective Teachers Toward Working with Parents" (See Appendix A.);
- "A Survey of Parent Perceptions Towards Teacher Interns' Competencies for Working with Parents in a University Laboratory School" (See Appendix B.).

The teacher-interns' questionnaire was designed to measure the interns' self-assessments of their knowledge, skills and attitudes for working with parents, and increasing parent involvement. The parents' questionnaire was developed to assess the teacher-interns' abilities to work with parents.

### Organization of the Dissertation

Chapter One encompasses the background, the statement of the problem, the significance and the limitations of the study, the definition of parent involvement as it relates to education, and the design of the study.

Chapter Two contains a review of the pertinent literature and research that forms the rationale for the teacher training experiences related to parent involvement in education developed in this study.

Chapter Three consists of a description of the training program, the objectives, and an outline of the curriculum content. This chapter also includes the design for evaluating the training experiences, a discussion of the participants, an explanation of the training procedures and a description of the evaluation instruments designed for this study.

Chapter Four analyzes the data, discusses and interprets the results of training evaluation.

Chapter Five consists of a summary of the study results, recommendations for further research and presents the conclusions.

## FOOTNOTES

<sup>1</sup>Williard Waller, The Sociology of Teaching, cited by Daniel Safran, Preparing Teachers for Parent Involvement, (Berkeley: Center for the Study of Parent Involvement, 1974), p. 8.

<sup>2</sup>Ibid., Safran, p. 8.

<sup>3</sup>Helen Hefferman and Vivian Edmiston Todd, Elementary Teacher's Guide to Working with Parents, (West Nyack, N.Y.: Parker Publishing Co., Inc., 1969), p. 52.

<sup>4</sup>Safran, Preparing Teachers for Parent Involvement, p. 7.

<sup>5</sup>Ibid.

<sup>6</sup>M.B. Karnes, et al., "Involving Families of Handicapped Children." Theory into Practice 11 (1972) cited by Russell Dobson and Judith Shelton Dobson, Parental and Community Involvement in Education and Teacher Education (Washington: ERIC Clearinghouse on Teacher Education, 1975), p. 44.

<sup>7</sup>Pattie L. Harris, "A Survey of Fifty-Eight Teacher Education Programs in New England," (Typewritten), March. 1975.

<sup>8</sup>Safran, Preparing Teachers for Parent Involvement, p. 7.

<sup>9</sup>Hefferman and Todd, Elementary Teachers Guide for Working with Parents, p. 36.

<sup>10</sup>Harris, "A Survey of Fifty-Eight Teacher Education Programs in New England to Identify Parent Involvement Oriented Courses." This study was undertaken by surveying New England college catalogs that were located in the University of Massachusetts library. Dates of the catalogs ranged from 1972 to 1977. Three catalogs prior to 1972 were included since they were the only available editions in the library. A few of the catalogs covered a



two to three year period. Teacher education courses were identified as parent involvement oriented if the course title mentioned "parent," "home," "family," or "community."

<sup>11</sup>These four roles in which parents participate in the educational process were delineated by R.D. Hess et al., in "Parent Involvement in Early Education," Day Care: Resources for Decision, E.H. Grotberg (ed.), Office of Economic Opportunity, Washington, D.C. (1969).

<sup>12</sup>Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research, (Chicago: Rand McNally College, Publishing Co., 1963), pp. 47-50.

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter discusses and analyzes the issue of parent involvement in the school, as it relates to teacher training in the light of literature and research in this area. The literature to be discussed is divided into three broad topics:

- (1) The Need for a Family-Centered Teacher Education Perspective;
- (2) The Relationship Between Teacher Education Programs and Parent Involvement--A Theoretical Position Based upon Three Conceptual Models; and
- (3) The Impact of Parent Involvement Movement upon Education and Its Implications for Teacher Education.

The findings of this literature review formulate the conceptual framework upon which the teacher training experience in this study were developed.

#### The Need for a Family-Centered Teacher Education Perspective

The rationale for suggesting that teacher education needs to operate from a family-oriented base is founded upon the recognition of the eminent position of the family

in the child's educational development. To describe the unique position of the family in educating the child, a set of research generalizations implied by the literature relating to child rearing practices, sociology of the family, parent education and parent participation in education will be presented here.

### Statement of Generalizations

1. The family as the basic societal unit is recognized as the agency with the primary responsibilities for socializing and educating the child. According to Winch, the socializing/educating role of the family encompasses both personality development as well as the acquisition of values and skills--both intellectual and motor.<sup>1</sup> This role is seen as a basic societal function and it is generally agreed upon that this is a fundamental sociological view of the family. Moreover, the theses of sociologists such as Ogburn and Parsons,<sup>2</sup> whose works delineate the functions of the family, are the major sources that lend credence to the stated generalization.

2. Parents are the principal mediators of the child's environment and as such, they determine the quantity and quality of the prerequisite skills, concepts, generalizations and understandings about the world around him that are necessary for the learning experiences offered in formal schooling. This generalization summarizes the theses of the

psychologists, sociologists and educators who have analyzed the effects of child rearing practices on children in the earliest years. Prominent among this group are the studies of Bloom (1964); Hess (1969); Hunt (1961); White and Watts (1973).

3. Family variables such as the home environment, parental background, parental attitudes and behavior have a significant relationship to the child's success in school. This generalization is inferred from the research relating to the influence of parental attitudes and behaviors on personality development, self-concept, learning motivation and educational achievement.

In addition to these psychological studies, educational research suggests that the home environment explains much of the variance in achievement. The principal work advancing this thesis is the Coleman Report (1966). Recent studies, such as the findings of parent-oriented compensatory pre-school programs, tend to confirm the Coleman data. Such studies are cited by Gordon's review of the related research (1970). Additional pre-school reports that confirm the Coleman thesis are the MIDCO Head Start Report (1972); Klaus and Gray (1968; 1970); <sup>3</sup> Weikart (1971, 1972)<sup>4</sup> and Karnes, Hodgins, Stoneburner, Studley and Teska (1968).<sup>5</sup>

At the elementary school level, the most available research relating family variables in educational achievement

is in the area of reading. Notable among the research in reading that supports the above generalization are (a) the findings from the International Association for the Evaluation of Education Achievement (1973);<sup>6</sup> (b) The School and Home Program of Flint Michigan (1968);<sup>7</sup> and (c) the Western Behavioral Science Institute Follow Through Model Report (1972).<sup>8</sup>

4. The family may impose a greater influence upon the child than the school. The studies that correlate family variables with school performance present increasing evidence that the home does indeed have a greater influence in some areas of educational development than the school. Schaefer, one advocate of this thesis, boldly states that "the child's education in the family may well be a greater influence in his intellectual and academic development than the child's education in the school."<sup>9</sup>

Jencks' study of equal educational opportunity in America points to the preponderance of the family's influence upon the child over the efforts of the school. He concluded that "children seem to be far more influenced by what happens at home than by what happens in school."<sup>10</sup>

In addition, the White House Conference on Children Report to the President, 1970, attests to the dominant influence of the family:



The school is second only to the parents in influencing a child's character and personality in preparing him to live in and with his environment and in determining what kind of an adolescent and adult he will become.<sup>11</sup>

### Implications for Teacher Education

If the family is, as the literature implies, a significant contributor to the educational experiences of the child, and in some aspects is more influential in that development than the school, then it is reasonable to expect that any teacher training philosophy in which the role of the teacher is understood within the framework of his\* relationship to the family's educational function should expand the teacher's knowledge as well as his experience. Furthermore, as the thrust for educational programs to draw upon all human systems gains more momentum, the family, which is the most intimate human system that the child encounters, should become a focal point for any agency that endeavors to play a role in that child's development. Therefore, since teacher education assumes a major responsibility for the child's education, it is also the responsibility of teacher education programs to prepare and equip its teachers to discern their relationship to parents and to respond with respect to certain parent-oriented

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\*Pronouns in the male gender are used throughout this dissertation.

educational goals.

From this point of view, the writer's need to infuse a parent-oriented perspective into teacher education programs is essentially an application of Shaefer's model of a "Life-time and Lifespace Perspective for Education" in which he holds that "the family is the most important educational institution."<sup>12</sup> Further, he argues that education needs to be expanded to a family-centered perspective. This perspective can be viewed as a natural response to the above stated research generalizations and may be interpreted as a position that appreciates the fact that the ultimate responsibility for education rests with the family. When applied to teacher education, the family-centered perspective means that training content should be concerned about the family's role in developmental and learning processes as well as the family's contribution to educational change strategies. The acceptance of this thesis is not an attempt to dislodge any of the present functions of the professional teacher; rather, it offers a more realistic perspective that enables educators to become more sensitized to family-based educational problems. In addition, it provides a focus on the positive benefits of a home-school partnership role.

In brief, the above research generalization, which summarizes the family's place in the educational development of the child, challenges teacher education to recognize and to integrate into its philosophy and objectives a

family-centered perspective. For these reasons, it is felt that a teacher training program that operates from a perspective, that appreciates the family's responsibility in the child's educational development is a necessary component for preparing teachers.

The Relationship Between Teacher Education  
Programs and Parent Involvement: A  
Theoretical Position Based upon  
Three Conceptual Models

The general problem, which is the awareness of the need for teacher education content to be broadened to include the issues and problems of parental involvement, is illuminated when an examination is made of what is observed to be the connection between teacher education and parental involvement in the formal school system. To this end, three conceptual models that have been created to interpret the perceived relationship between the two agents will be discussed. Each model focuses on the interdependency existent between the parents and the school as seen from different perspectives. They are "The Parents' Role in the School Society Model," "The Parents Role in the School's Organizational Needs Model," and "The Relationship Between the Family and the School Model."



### Model One: The Parents' Role in the School Society Model<sup>15</sup>

The fundamental assumption upon which this model rests is that the school setting reflects the interdependent relationship between its groups that occurs in the larger society. The school society is comprised of many groups, i.e., students, teachers, administrators, parents and the community. As a reflection of the larger society, the members of the school society are dependent upon each other for its survival and well-being as they function together within the context of the education system.

It is suggested by educational anthropological literature relating to the school culture that each of the groups in the school society has a distinct belief system, resources, knowledge, skills, rituals and customs. In other words, each group can be viewed as a sub-culture operating within the larger school culture. Comprising the parents' group or sub-culture is the repertory of behaviors, thoughts, and feelings that have impact on the educational development of the child while at home, as well as those attitudes and behaviors that have an effect on the school's performance, i.e., attitudes and perceptions of the school. The influence of the parent sub-culture is continually exerted upon the total school environment. Although much of the parents' sub-culture is often inconspicuous to the school personnel, yet because of its role in influencing certain attitudes,

behaviors and resources that students bring to their learning experiences is a significant determinant of the nature of interactions between the teacher and the students.

The teachers' conscious reckoning with the cultural elements of the parent sub-group in the school is beneficial for the teachers' overall performance, for an understanding of parental attitudes and values provides valuable insights for improving teacher-child interactions. As the optimal productivity of the larger society is dependent upon the quality of interdependency between its social units, so the schools' educational capabilities are contingent upon the effective interrelationships between its various sub-cultures, i.e., the parents, teachers, administrators and students.

The concern that this perspective on the interdependency between parents' and teachers' subcultures raises is whether teacher education programs are giving adequate attention to (1) the interdependent nature of these two components in the school society; (2) the significance of the quality of this relationship; and (3) the effect that this relationship has upon the teacher's functioning, which has substantive bearing upon the child's performance in school. These issues should be an integral part of teacher training content.

Figure 1 is a schema that illustrates the "Parents' Role in the School Society Model" and its relation to teacher education. The dynamics between the beliefs, customs, knowledge, skills, rituals, resources and customs of each subculture in the school society is indicated by a returning arrow. The arrows leading out from the parent-subculture-slice of the circle and the three boxes represent the following actions:

- (1) parental influence upon the quality of teacher parent interaction;
- (2) parental influence upon the educational success of students; and
- (3) parental influence upon parent involvement policies of the administration.

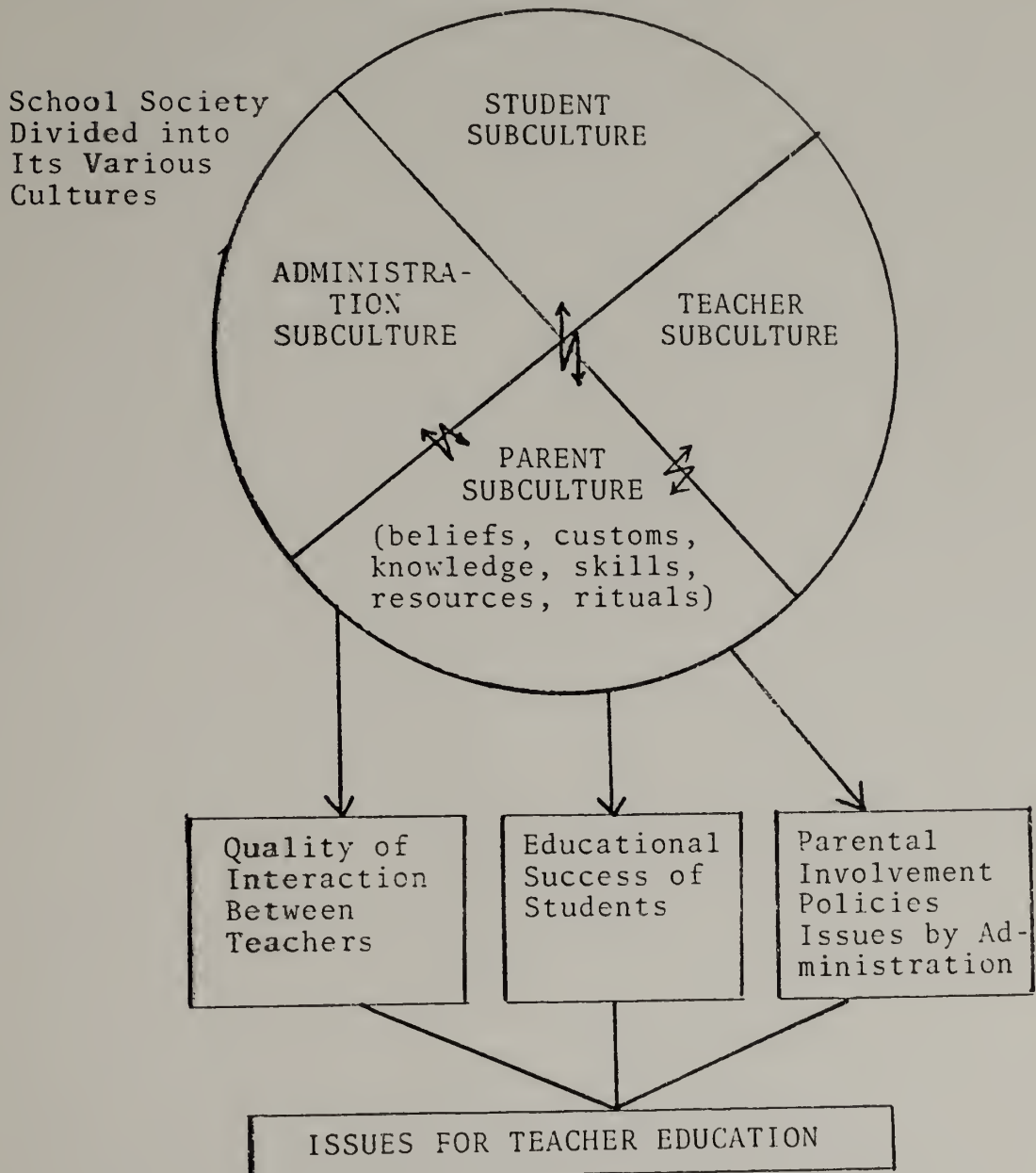
The three sets of resultant actions converge as issues to be addressed by teacher education.

#### Model Two: The Parents' Role in the School's Organizational Needs Model<sup>14</sup>

In this model, the school is viewed in terms of the relationship between its total organizational needs and the needs of its components, one of which is the parent group. This model is based on the premise that all large scale organizations share the fundamental needs of security, stability, and continuity for assuring its general welfare and sustenance. Because the quality of school management,

FIGURE 1

SCHEMA ILLUSTRATING THE "PARENTS' ROLE IN THE SCHOOL SOCIETY MODEL" AND ITS RELATIONSHIP TO TEACHER EDUCATION



is a significant determinant of the quality of the school's delivery of educational services, it is presumed that this model would be appropriate for examining the relationship of parent involvement in the school.

As consumers for, and providers of, educational experiences, parents represent one component of the school organization. If parental input is a contributing factor to the total school organization, then the parent group needs, whether provided for or not provided for, will have some effect upon the school's total functioning. Hence, responsiveness to the needs of the parents' component will facilitate the operation of the school's total organization as it seeks to fulfill its purpose.

Spindler has delineated the needs of the large scale organization as follows:<sup>15</sup>

- the need for security, that is, they must maintain mechanisms of defenses against potentially disruptive environmental elements and forces, so that they may continue to exist in order to achieve their goals;
- the need for stability in the lines of communication among the ordered ranks of offices, and between the surrounding environment and responsible officers, so that policy and decision-making can be made on the basis of accurate information, and so that once made decisions will be communicated to those



whose responsibility it is to see that they are executed;

- the need for stability and continuity of relations with informal cliques and working groups, and informal lines of communication that activate the formal structure of purpose and decisions; and
- the need for continuity of policy and its determination.<sup>16</sup>

The parent needs that are defined below represent a composite of needs suggested by the literature and folklore relating to parental participation.

#### Needs of the Parent Component in the School Organization

- the need for continual review and process of parent related needs, with the recognition that unabated fears and hostilities that parents may foster against the school undermines its operation;
- the need for recognition and respect for the parents' decision-making role to be communicated throughout the educational hierarchy;
- the need for establishing and building upon working relationships between the parents and the school; and
- the need for creating a responsive, comprehensive philosophy that will generate the solving of parent-related problems and that should be an integral part of program implementation.



The question is raised as to who has the responsibility to support the needs of the parent component in the school. It is an obvious point that this task is to be shared by many agents and agencies (i.e., administrators, parent advocacy groups, state education agencies, state governments, parent educators, and social welfare agencies). However, teacher education, as one support unit that provides services to the school's total organization, has an important role to play here too.

The suggested role that teacher education can assume is presented in Table 2. In the teacher education column are the steps that are perceived to be necessary for supporting the school organization by responding to the educational needs of the parent component that, in turn, correspondingly meets the needs of the total organization.

After examining this model, which describes the relationship between parental involvement and teacher education, one finds that the following question is again raised: Is teacher education giving adequate attention to the parental needs so as to complete its delivery of services to the total school organization? This question is relevant in the light of the interdependency among all school groups in that the benefits of the fulfilled parent needs has a bearing upon the improvement of the school climate in which the teacher must carry out this responsibility.

TABLE 2

THE PARENTS' ROLE IN THE SCHOOL'S ORGANIZATIONAL NEEDS MODEL  
AND ITS RELATION TO TEACHER EDUCATION

Spindler's Delineation of Organizational Needs	Corresponding Parent Needs	The Role of Teacher Education in Facilitating the Functioning of the Parent Component
<p>The need for security, that is, they must maintain mechanisms of defense against potentially disruptive environmental elements and forces so that they may continue to exist in order to achieve their goals;</p>	<p>The need for continual review and process of parent related needs, with the recognition that unabated fears and hostilities that parents may foster against the school undermines its operation;</p>	<p>To clarify specific parent involvement objectives based on research efforts of the teacher education program;</p>
<p>The need for stability in the lines of communication among the ordered ranks of offices, and between the surrounding environment and responsible officers, so that policy and decision-making can be made, decisions will be communicated to those whose responsibility it is to see that they are executed;</p>	<p>The need for recognition and respect for the parents' decision-making role to be communicated throughout the educational hierarchy;</p>	<p>To articulate the rationale of parent involvement to teachers;</p>

TABLE 2 (Cont'd.)

Spindler's Delineation of Organizational Needs	Corresponding Parent Needs	The Role of Teacher Education in Facilitating the Functioning of the Parent Component
<p>The need for stability and continuity of relations with informal cliques and working groups, and in informal lines of communication that activate the formal structure of purposes and decisions;</p>	<p>The need for establishing and building upon working relationships between the parents and the school;</p>	<p>To develop models for home-school collaboration;</p>
<p>The need for continuity of policy and its determination.</p>	<p>The need for creating a responsive, comprehensive philosophy which will generate the solving of parent-related problems which should be an integral part of program implementation.</p>	<p>To develop specific parent involvement competencies for teachers.</p>

### Model Three: The Relationship Between the Family and the School Model

The following dialogue between Senator Walter Mondale and Margaret Mead occurred during Mead's testimony before the Subcommittee on Children and Youth (1973).<sup>17</sup> It was the impetus for the writer's view of the connection between the school and family as a familial relationship.

Mondale: . . . I have worked practically all the human problems--the hunger route, the Indian route, the migratory labor route, the equality of education route, and the housing route; all of them--and increasingly reached a conclusion that is not very profound.

It all begins with the family. That is the key institution in American life.

Mead: . . . Throughout history whenever there have been periods of change, people usually start with the family. . . . They have always sensed that the family is the key point . . . Every society in the end has had to go back to the family because it is the key to the development of the kind of citizen who can support any system, and particularly our own.

The main premise for recognizing the familial relationship between the family and the school is based on a historical view that suggests that the school grew out of the family's need to expand the educational experiences that it endeavors to provide for its members. According to Winch, "formal schooling becomes a functional necessity when parents generally are unable to transmit to their children the skills they believe the children must learn."<sup>18</sup> He points out that in a society conditions are favorable for establishing

a system for formal education when:

- the sheer volume of culture to be transmitted becomes too great;
- there is enough surplus production to support the professional group of teachers;
- when the occupational organization is complex, containing a variety of specialties; and,
- occupations are not hereditary.<sup>19</sup>

A review of the history of American education reveals that the above conditions have occurred, thus allowing for the major responsibility of education to be transferred from the home to the school. As Winch puts it, the family's socializing/educational function has shifted from that of providing education to that of providing the opportunity for education.<sup>20</sup> However, despite the shift that has taken place, the family continues to operate in its informal as well as formal teaching capacity as it inculcates certain values and attitudes and given instructions and guidance in personality development. The point to be made here is that the school expands upon and refines the educational tasks of the family-- a fact that needs little debate. However, for the purpose of reconnecting the school and family in a more exclusive relationship, the argument is carried a step further.

It is a natural tendency to see the two institutions, that is, the family and the school, as separate entities.



Nevertheless, because of the low esteem that the family experiences in America (which has significant consequences for education), for the purpose of center staging the family and its unique function in the educational process, this writer believes it to be both timely and functional to look at the family as the progenitor from which the school was and should be conceived. In other words, it is worthwhile to perceive of the school as being organically related to the family. The school can then be appreciated as the institution that serves as the professional arm instituted to complete the family's societal responsibility of training replacements for social roles and social positions.

Looking at the school within the model of the family as the organ from which the school emerged is no attempt to downgrade educational professionalism. On the contrary, assuming that a change in viewpoint often modifies the manner in which people relate, a perspective on the school and family, organically connected to one another, promises to release many educators from the pervasive pomposity that exists towards parents. Moreover, within this context of family centeredness, the long standing barriers between teachers and parents can begin to be dissolved.

Finally, if the school and family are thought of as intrinsically connected, then this model should offer possibilities for new educational insights. Therefore, because of this relationship, the content of teacher



education should give particular emphasis to the issues and needs of parental involvement in education.

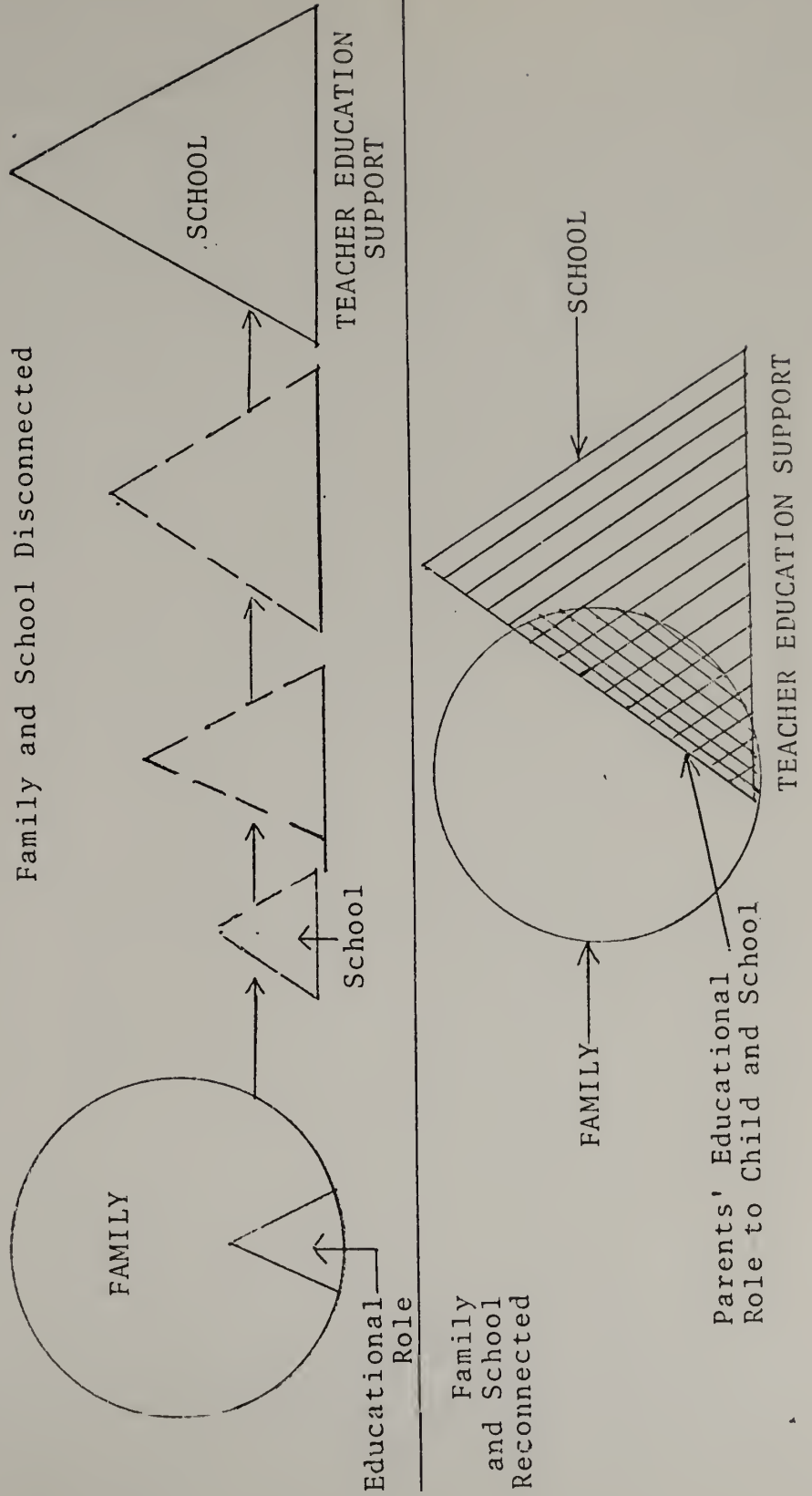
Figure 2 is a schema that illustrates the relationship between the family and the school and the implications of this relationship for teacher education. The dotted perimeters of the three triangles indicate the movement of the school out of the family's educational role. The position of the school at the far right of the diagram describes the present disconnection existent between the home and the school. On the lower level of the diagram, the family and school are re-connected. Interfacing the two institutions, the home and the school, is the parents' educational responsibility related to the child as well as to the school. Supporting the school in both cases are teacher preparation programs. However, when the family and school are re-connected the family, too, receives support from teacher education as it works to educate the child.

Summary of the Three Conceptual Models for  
Viewing the Relationship Between Teacher  
Education Programs and Parent  
Involvement

We have seen the relationship of the school to the parents from three different perspectives and all three are held to have significant implications for teacher education. First, from an anthropological perspective, the parents are seen as being a subculture of the total school society, which imposes its attitudes, values, and behaviors upon the

FIGURE 2

SCHEMA ILLUSTRATING "THE RELATIONSHIP BETWEEN THE FAMILY AND THE SCHOOL MODEL" AND ITS RELATIONSHIP TO TEACHER EDUCATION



other groups, i.e., students, teachers and administrators. Because of the interdependent nature of the dynamic process existent within the school society, it is incumbent upon those who are responsible for the operations to be knowledgeable of the various cultures in the school society and how these groups relate to each other. Teacher education, in light of the role it assumes in formulating the teacher subculture (i.e., attitudes, behaviors, knowledge) would find it to its advantage to prepare and equip teachers to relate successfully to the parent subculture for the effective maintenance of the school society.

Second, from a managerial point of view, the school has organizational needs that are met only as the needs of the various departments are fulfilled. The parents in the school represent one component of the school organization. As a significant entity within the total structure, the parents' group, itself, presents an exclusive set of needs that impact the school's capabilities for educating children. When the parent component is supported, the entire organization benefits. In this regard teacher education can play a vital role. Teacher education, in addition to sustaining the teaching and administrative aspects of the school organization, can further vitalize the whole body by supporting the parent constituency. To effect this relationship, teacher training institutions can begin by, first, systematically orienting prospective teachers toward the parents'

role, and secondly, to prepare prospective teachers to collaborate with parents.

Third, the school is seen as an outgrowth of the family's need for educating its members when it finds itself unable to complete its societal task of training for the replacement of social roles and social positions. In this view, the family resumes a position of eminence as the creator and principle caretaker of human life and to whom the goals and objectives of education should be subjugated. Again, it is posited that such a perspective will lead to creating a training climate conducive to parent-oriented attitudes on the part of teachers and a climate that promotes the development of new models for teacher-parent collaboration in education.

Finally, the family theoretically is not an entity that is vying for a significant place in the educational process. On the contrary, it is culturally, functionally and more importantly, organically related to the school. Therefore, the task for teacher education is to recognize the interconnectedness between the two institutions and to operate in accordance with such a model.

The Impact of the Parent Involvement Movement  
Upon Education and Its Implications for  
Teacher Education

The third concern, which has stimulated the proposal for teacher training that is addressed to the needs and issues of parent involvement, has to do with the impact of the parent involvement movement upon education and the implications for this on teacher education.

Home school relations of today are vastly different from that of a decade ago. Parents of the present era are bringing a different set of attitudes and expectations to the school than were brought in the past and, unless this factor is understood, many serious problems between teachers and parents may ensue. To put it succinctly, parents are no longer satisfied with operating on the periphery of education by serving as quasi-public relations agents for the school and by performing an array of trite jobs in the name of parent participation.

The social upheaval of the fifties and sixties has changed parental expectations towards education and their modes of relating to the school. Historically, the Civil Rights movement, the establishment of anti-poverty programs and the emergence of new consumerism served as the impetus for an intense interest and concern for the role of citizen involvement in institutional planning and management. In



education, decentralization of power and the inclusion of parents into the policy making systems emerged as primary goals. More important, in this period, with the focus on implementing the federal mandate for social action programs, which was "maximum feasible participation," numerous educational programs with an emphasis on parental involvement were established. Joining the ranks of other involvement oriented citizens, a new parent alumni from a variety of compensatory programs and alternative schools who, having been recognized as significant partners in educational planning and having been given additional parenting skills to advance their intrinsic tutoring role, continue to confront deficiencies in the educational system.

The traditional passive role of parents has given way to intensive negotiating efforts. The most impressive example of the changed parental attitudes toward education is found in the literature and folklore of Head Start, the prototype of parent emphasis programs. Gordon, in observing this change, notes that:

Until as recently as half a dozen years ago, administrators, teachers, and professors of education held the commonly accepted view that the role of parents in public education was (1) to drop their children at the door of the school, and (2) to vote for the bond issue. Parents were, of course, welcome to observe during American Education Week or become active in the PTA or even on occasion serve as chaperones on a field trip. . . . As a result of Head Start (and it is really a



sign marking the success of Head Start) parents now seek not only earlier education for their children but also some responsible, organized, institutional role in such education.<sup>21</sup>

In addition, Edelman has also observed this spontaneous motivation of parents for demanding a greater educational responsibility.<sup>22</sup> In assessing the 1964 Mississippi Head Start summer project, she states:

It (Head Start) provided poor parents and children with a forum for learning together for the first time. It helped poor parents understand new ways of having an effect on their children's education. For example, they began to question why public schools were different from Head Start centers; why teachers didn't welcome parents into the school like the Head Start teachers did; why the texts did not show black as well as white kids as the centers' books did. They began to run for school boards. This process spread to other areas like health and welfare.<sup>23</sup>

In addition to the need for recognizing the change in parental attitudes and expectations, it is also vitally important for teacher education to understand the nationwide upsurge of hope that is projected by the parent involvement principle. Moreover, it is important to understand the effect that this public sentiment towards parent involvement has upon teachers' functioning.

As an example of the fervor towards parent involvement, Bronfenbrenner, remarking on the role of educators in the early years, has stated that there may be a much better payoff if we work with parents rather than their children.<sup>24</sup> In the same vein, Schaefer views the home as the most important educational institution.<sup>25</sup> With respect to the

promises that parents bring to the reservoir of institutional change strategies, the public sentiment is rapidly mounting. In fact, so staunch are the advocates who foresee the possibilities for making a difference in improving educational delivery, that the general view of parent involvement is that it appears to be one of the more viable strategies for change. Davies comments on this factor: "One main hope for reform lies in the emerging third force of parents and citizens."<sup>26</sup>

One example of the attention that the public is giving to parent involvement is the emergence of numerous citizen groups who are studying, researching and developing parent-oriented programs in addition to training parent, practitioner and school personnel in the area of parent involvement.<sup>27</sup>

In addition to understanding that public support for parent involvement is growing, it is equally important to understand the resistance to the parent involvement principle and that this may have detrimental consequences for teachers. The question of parental input into education decision-making is an explosive issue particularly in the area of teacher competency. The opposition of parental input in teacher competency systems has registered abroad. Saxe cites the opposition to this movement in Great Britain: "1000 strong Headmasters' Association showed that they had no intention of giving parents the right to question

their competence."<sup>28</sup> One headmaster was quoted as saying: "I daren't set up a PTA. Parents already come to the school in floods with their complaints. They're an absolute menace."<sup>29</sup>

However, in the United States, despite the opposition to parental participation in formulating policy on teacher competency systems, it is apparent that parental input soon will be a reality. This factor is commented upon by Scribner and Stevens:

Performance systems for preparing and licensing teachers must heed the likelihood that parents will move increasingly into school decision-making. . . .

Given such precedents it seems reasonable to speculate that parents will want and insist upon a growing role in the assessment of teacher performance. Yet, in the current debate over competency systems, while there is frequent concern for the desirability of participatory planning by organized professionals, school boards, state authorities, and teacher educators, there is little if any consistent concern for including parents in the planning.

Ignoring the valid interest of parents in the policies

that ultimately will emerge is to court a serious problem, it seems to us. For if parents are not involved in the planning of teacher competency systems, especially those that deal with the matter of licensing, then the possibility exists that parents will tend to view the new systems with skepticism.<sup>30</sup>

The problem that this matter presents is that there may be a movement towards a collision course between parents and teachers. Fantini projects that

in the face of stronger, more solidly based community involvement, school people may inevitably be forced to unify in order to protect themselves from what they perceive as the 'unreasonable' forces of concerned laymen.<sup>31</sup>

Davies notes that teachers organizations have acquired great new power and are usually a force against rather than for change.<sup>32</sup> Moreover, it should be noted that the position of the teacher union towards parents is that of resistance. Albert Shanker, president of the United Federation of Teachers believes that parents have no interest in evaluating teachers, they just want to be able to lodge complaints.<sup>33</sup> In the course of such confrontations between teachers and parents, as Fantini puts it, it will be the learner that will be trapped by such developments, and once again may be the big loser.<sup>34</sup>

Although some collision between parents and teachers appears to be inevitable, much of it can be avoided if sufficient understanding of respective roles is seen as an achievable goal. Herein is an opportunity for teacher education to take the leadership position, since it is the

agency that is a prime force in creating the philosophical climate in the educational system. The parent-school partnership is a delicate matter and its fruition can be aborted by errors caused by insensitivity and lack of knowledge. The infusion of openness towards parental involvement into the fabric of the educational system by the careful orientation of appropriate teacher attitudes is one viable objective to be considered by teacher education programs. In brief, teacher training specifically addressed to parental involvement in education appears to be the expedient mechanism to accomplish the above objectives.

The final point to be made here is that the parental involvement concept is a resource of substantial potential that should be utilized in terms of bringing the long sought home-school partnership into reality; but, with or without the recognition of this factor, parental involvement will continue to influence the child's learning development in significant ways and will continue to have an effect on the professional climate in which teachers work. To reiterate, an orientation towards the parents' role in the learning process--coupled with its role in the school's functioning--would be a sound basis for planning the training of teachers.



## FOOTNOTES

<sup>1</sup>Robert F. Winch, The Modern Family (New York: Holt Rinehart and Winston, 1971), p. 104.

<sup>2</sup>Ibid., p. 8.

<sup>3</sup>Frances Degen Horowitz and Lucile York Paden, "The Effectiveness of Environmental Intervention Programs," Review of Child Development Research, edited by Bettye M. Caldwell and Henry N. Riccituti (Chicago: University of Chicago Press, 1973), pp. 365-68.

<sup>4</sup>Ibid., pp. 368-74.

<sup>5</sup>Ibid., pp. 381-82.

<sup>6</sup>Robert Thorndike, "Report of the International Association for the Evaluation of Educational Achievement, 1973," Bethesda, Md., ERIC Document Reproduction Service.

<sup>7</sup>Urie Bronfenbrenner, "Testimony Before the Senate Subcommittee on Children and Youth, Sept. 25, 1973," U.S. Congress, Senate Committee on Labor and Public Welfare, American Families: Trends and Pressures, Hearings before a Subcommittee on Children and Youth, 93rd Cong., 1st Session.

<sup>8</sup>Rosemary J. Erikson, et al., "The Children Are Doing Better," Western Behavioral Sciences Institute, La Jolla, Calif., June, 1973.

<sup>9</sup>Earl S. Schaefer, "Toward a Revolution in Education: A Perspective from Child Development Research," The National Elementary Principal 61 (September, 1971), p. 21.

<sup>10</sup>Christopher Jencks, Inequality, (New York: Basic Books, Inc., 1972), p. 255.

<sup>11</sup>White House Conference on Children, Report to the President, (Washington, D.C. GPO, 1970), p. 394.

<sup>12</sup>Schaefer, "Toward a Revolution in Education," p. 2.



<sup>13</sup>The Parents' Role in the School Society Model is essentially an adaptation of the perspective on the school society by Seymour Sarason, The Culture of the School: The Problem of Change, (Boston: Allyn and Bacon, Inc., 1971).

Sarason analyzes the various roles and interrelationships which exist in the school setting, the programmatic regularities (or rituals and customs) the belief system and behavior of the principal, the teachers and to a lesser degree the parents. The writer's perception of the parent component in the school society is that of a distinct sub-culture operating within the larger cultural framework. The definitions of culture that are utilized in this model have been defined by Marvin Harris, Culture, Man and Nature, (New York: Thomas Y. Crowell, Co., Inc., 1971), pp. 136-37.

<sup>14</sup>The Parent in the School's Organization Needs Model is based upon the delineation of organization needs outlined by Spindler in his study of the school administrator's role. George D. Spindler, "The Role of the School Administrator," Education and Culture, (New York: Holt, Rinehart and Winston, 1963), pp. 234-57.

<sup>15</sup>Spindler, "The Role of the School Administrator," p. 247.

<sup>16</sup>Ibid.

<sup>17</sup>U.S. Congress, Senate Committee on Labor and Public Welfare, American Families: Trends and Pressures, Hearings before a Subcommittee on Children and Youth, 93rd Congress, 1st sess., p. 123.

<sup>18</sup>Winch, The Modern Family, p. 106.

<sup>19</sup>Ibid.

<sup>20</sup>Ibid., p. 108.

<sup>21</sup>Ira J. Gordon, "Parent Involvement in Early Childhood Education," National Elementary Principal 61 (Sept., 1971), p. 27.

<sup>22</sup>Rochelle Beck and John Butler, "An Interview with Marian Wright Edelman," Howard Educational Review 44 (February, 1974), p. 68.

<sup>23</sup>Ibid.

<sup>24</sup>Edward Zigler, "Myths and Facts: A Guide for Policy Makers," Contact, (July/August, 1973), p. 18.

<sup>25</sup>Schaefer, "Toward a Revolution in Education," p. 21.

<sup>26</sup>Don Davies, "The Emerging Third Force in Education," Inequality in Education 15 (November, 1973), p. 5.

<sup>27</sup>The Center for the Study of Parent Involvement of Berkeley, California, which itself is a private organization, has identified a number of private educational and citizen advocate groups addressed to the needs of parent involvement in education. They are Home and School Institute, Washington, D.C.; Humanics Associates, Atlanta, Ga.; Institute for Responsive Education, Boston, Ma.; National Committee of Citizens in Education, Columbia, Md.; Citizens Committee on Public Education, Philadelphia, Pa.; San Francisco Service Center for Public Education, San Francisco, Ca.; Education Law Center, Newark, N.J.; and Joint Committee on Education, Goals and Evaluation, Sacramento, Ca.

<sup>28</sup>London Daily Express, May 26, 1973, quoted in Christopher Leonesio, "Educators View Citizen Participation," Citizen Action in Education 2 (Winter, 1975), p. 11.

<sup>29</sup>Ibid.

<sup>30</sup>Harvey B. Scribner and Leonard B. Stevens, "The Politics of Teacher Competence," Phi Delta Kappan, (Sept.. 1974), p. 52.

<sup>31</sup>Mario D. Fantini, "Community Participation in the Seventies," Citizen Action in Education 2 (Winter, 1975), p. 9.

<sup>32</sup>Davies, "The Emerging Third Force in Education," p. 5.

<sup>33</sup>Institute for Responsive Education, "Albert Shanker: A One-Time Teacher Speaks Out on Unions and Teachers' Rights," Citizen Action in Education 1 (Winter, 1974), p. 8.

<sup>34</sup>Fantini, "Community Participation in the Seventies," p. 9.

# CHAPTER III

## DESCRIPTION AND EVALUATION OF THE TRAINING PROCESS

In response to the investigator's perception of the need for a specific teacher education program at the University of Massachusetts in the area of parental involvement in education, a series of training experiences was developed and conducted. This chapter details (1) the program objectives and design and (2) the method for evaluating the training experiences.

### Training Objectives

The general purpose of the training process was to provide experiences planned to help prospective teachers gain some of the knowledge, skills and attitudes for encouraging and supporting the parent-teacher partnership. To this end, the following goals were delineated:

- (1) To study the interdependent relationship that exists between the home and the school;
- (2) To review the issues related to the effort to involve parents in their children's education;
- (3) To examine the influence of parental behaviors on the child's development;

- (4) To investigate the socializing function of parents;
- (5) To equip the prospective teachers with effective communication skills for establishing a continuous dialogue with parents in order to develop mutual trust; and,
- (6) To provide knowledge and experiences that will enable prospective teachers to conduct productive parent-teacher conferences and home visits.

For the purpose of providing knowledge relating to parental involvement in education and facilitating the development of attitudes and skills for working with parents, specific training objectives were devised.

#### Knowledge Relating to Parental Involvement in Education

- A. Awareness of the importance of family variables (i.e., parent-child relationship; parental attitudes and behavior; socio-economic background; child rearing styles) in the development of the child;
- B. Understanding of the learning experiences that occur directly and indirectly in the home;
- C. Understanding the potential in the parent-teacher partnership for improving the child's educational achievement;
- D. Awareness of the problems involved in the home-school relations and parent-teacher relations;
- E. Understanding of the human relations skills necessary for working with parents;



- F. Understanding of the kinds of information that parents need from teachers in order to create a viable learning environment in the home; and,
- G. Understanding of the kinds of information and participation that teachers need from parents that can enhance classroom experiences.

### Attitudes and Skills for Working with Parents

#### Attitudes

- A. Recognition of the need to encourage and support parental involvement;
- B. Awareness of the pre-eminent influence of the home in the child's development;
- C. A critical attitude of an institutionally centered educational approach as opposed to a family-centered perspective;
- D. Awareness of the limitations of classroom teaching when it does not utilize parental input as a complimentary factor in the educational process;
- E. Willingness to work with parents; and,
- F. Readiness for ongoing examination of personal values and perceptions of parents and seek to continually assess any such values that might inhibit effective communications.

#### Skills

- A. To convey to parents an acceptance of themselves as individuals who are knowledgeable, resourceful and who are concerned about their children's education;
- B. To communicate with parents effectively regardless of their socio-economic background and educational sophistication;
- C. To resolve conflicts with parents that involve the child;

- D. To be perceptive and responsive to parents' needs as they relate to the child as well as parental attitudes and perceptions of themselves and the school; and,
- E. To devise various methods and strategies to involve every parent at some level in the teacher-parent partnership effort.

### Training Design

A set of eight specially designed training modules entitled "Building the Parent-Teacher Partnership" constituted the training plan. The format for conducting the sessions was through group discussions, role playing, presentations by guest speakers and by the researcher. A schedule of the topics and the outline was prepared prior to the first meeting, but was later modified to better meet the needs of the students and the researcher. The final topic outline and schedule follows. (See Appendix E for the detailed outlines of the training topics and activities.)

### Overview of Each of the Training Sessions

#### I. Background of Parental Involvement in Education

##### A. Parent-School Relations Prior to 1950

1. The philosophy of participatory democracy and parent participation in the Colonial period.
2. The decline of parental input with the rise of professionalism in education.

## B. Parent-School Relations Since 1950

1. The impact of Sputnik upon parent involvement.
2. The recognition of family variables in school achievement.
3. The impact of social unrest on parent involvement.
4. The introduction of parent involvement in Head Start and other compensatory education programs.
5. Some current issues relating to parent involvement.
  - (a) resistance against parent involvement
  - (b) lack of recognition of the significance of parent-teacher partnership in teacher training

## II. The Impact of Parental Involvement upon Educational Achievement

- A. Review of the research on family variables on personality development and school achievement
- B. Review of the research on parent tutoring

## III. Developing Skills for Working with Parents

- A. Identifying personal attitudes, perceptions, values towards the child, his/her parents and towards self
- B. Choosing alternative values
- C. Deciding upon a course of action to apply new attitudes and values
- D. Effective communication skills with parents
  1. Communicating acceptance through
    - (a) body position
    - (b) listening skills

2. Skills for resolving conflicts

- E. Parent contacts

1. Reasons for conferences

2. Content of parent conferences

- (a) types of information teacher gives to parent

- (b) types of teacher questions to parents

- (c) incidental matters

- (d) suggestions to the parent

3. Problem conferences--interviewing the "angry parent," the "parent who never carries out suggestions," the "parent who wants a recipe," etc.

- F. Home visits

1. The benefits of the home visits

2. Principles for conducting home visits

### Schedule of Topics

Seminar: Building the Parent-Teacher Partnership

September 10	Presentation of Training Overview: Administering the Pre-test
--------------	--

September 17	History of Parent Involvement in Education
--------------	--

September 24	Identifying Personal Attitudes and Values Towards Parents and Their Involvement in Education
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October 1	Current Issues in Parent Involvement, Part I
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October 8	The Socializing Role of Parents
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October 15	Current Issues in Parent Involvement, Part II
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October 22	The Influence of the Family Variables upon the Child's Development
November 5	Building Communication Skills to Work with Parents
November 12	Handling Problem Encounters: One Parent's Experiences
November 19	Parent Conference: Home Visit
December 3	Report of Individual Projects
December 10	Report of Individual Projects: Administering the Post-test

### Design for Evaluating the Training Process

#### Rationale

The central question upon which the evaluation was designed was: Is a program that is designed to expand teacher-interns' attitudes, knowledge, and skills for increasing parental involvement in education an important supplement to teacher training programs? To answer the question, a two-part evaluation plan was devised. The first part contrasted attitudes and intentions of trained and untrained teacher interns with respect to parents. The second part solicited feedback directly from parents of the children involved with the trained and untrained teacher-interns regarding parent involvement with the school.

The design of the evaluation was based upon the characteristics of the anticipated population. It was understood that the prospect for finding a large enough



population of teacher-interns with program schedules that would allow for randomization would be minimal. Therefore, the selected design would have to accommodate a non-randomized condition. For this reason, the Nonequivalent Control Group Design described by Campbell and Stanley was used.<sup>1</sup> This design involved the administration of a pre-test and post-test to the experimental and the control group. The strength of the Nonequivalent Control Group Design was its appropriateness for testing groups that as Campbell and Stanley put it are "naturally assembled collectives,"<sup>2</sup> a condition which precludes randomization.

The individuals who participated in this study were members of two teacher internship groups and two parent groups that had been formed prior to the request to them to take part in the study. The two intern groups and the two parent groups were parts of the selected teacher education program's organizational structure. In addition, the individual student's assignments to the two groups were finalized prior to the beginning of the study. Therefore, the groups fitted the category of naturally assembled collectives.

An additional value of the Nonequivalent Control Group Design for use in this study was its potential to generate information on the change of the two groups, from the pre-test to the post-test.

### Participants

The teacher-interns and parents were selected from the Early Childhood Human Development Teacher Preparation Program at the University of Massachusetts. Most of the students for this program are assigned to campus pre-school classrooms, i.e., Skinner Hall and University Day School. The participants for this study were at Skinner Hall.

### Teacher-Intern Groups

The evaluation of the training experiences involved an experimental group and a control group of teacher interns. Table 3 details the number of participants in the teacher-intern groups. It should be noted that a drop in the number of teacher interns in the control group occurred at the post-testing. Two interns did not appear the day of the testing.

TABLE 3

NUMBER OF PARTICIPANTS IN TEACHER-INTERN GROUPS  
FOR THE PRE-TESTING AND POST-TESTING

Pre-Test	Post-Test
Experimental Group N = 10	Experimental Group N = 10
Control Group N = 8	Control Group N = 6

Each teacher-intern in both groups was either involved in an internship at the laboratory school at the time of the study or was planning to be. Both groups met separately in a weekly seminar with their respective supervisors to discuss the issues related to the practicum experience.

The experimental group of teacher interns participated in a twelve-week parent involvement seminar conducted by the researcher. The seminar, which met for one hour, was held immediately following the group's session with its supervising teacher. The control group of teacher-interns did not participate in the researcher's parent involvement seminar. However, both groups were asked to complete a form each week that was designed to evaluate their contacts with parents. (See Appendix D.)

### Parent Groups

Two groups of parents were utilized in the study. The two groups each had children attending the Early Childhood Human Development Center Laboratory School, University of Massachusetts. Likewise, the two groups had children in the classrooms where the teachers in the study were situated. The difference between the two groups of parents is shown in the following description.

1. Experimental Parent Group--The parents of the children who attended the afternoon session at the laboratory school; and,
2. Control Parent Group--The parents of the children who attended the morning session at the laboratory school.

The parents were asked to participate in the evaluation of the training experiences by completing a survey questionnaire designed to assess the teacher-interns' attitudes, skills and knowledge related to parent involvement. The survey was administered at the beginning and end of the parent involvement training sessions. Parents were asked to respond to the questionnaire anonymously. In addition, the teacher-interns were not informed of the parents' participation in the study. Moreover, the researcher did not disclose to the parents the research group to which the teacher-interns were assigned. Therefore, the parents were not aware of the identity of the teacher-interns who were receiving the training experiences.

### Training Procedures

The experimental group of teacher interns participated in the twelve-week training program described earlier in this chapter. The training experiences were designed for building and reinforcing the identified attitudes, knowledge and skills needed for supporting parent involvement and for working with parents. Primary training was provided through mini-lectures, discussions and training exercises.

Additional training reinforcement was provided by the supervising teacher of the experimental group of teacher-interns.

The control group did not participate in the training sessions conducted by the researcher. Nevertheless, in order to determine what the control group was doing with parents, the researcher encouraged the interns in the control group, as well as the experimental group, to submit a weekly account describing the amount and content of their daily parent interaction as a self-assessment of their skill in handling the encounters. (See Appendix D.) However, the information was not used in this study since several conditions prevented its proper administration.

#### Instrumentation of the Study

The following two specially designed questionnaires constructed by the researcher were employed to evaluate the impact of the training seminar:

- (1) A Survey of Attitudes, Perceptions and Perceived Level of Preparedness of Prospective Teachers Working with Parents (Appendix A), and
- (2) A Survey of Parental Perceptions Toward Teacher-Interns' Competencies for Working with Parents in a University Laboratory School (Appendix B).



### Teacher-Intern Questionnaire

The teacher-intern questionnaire was divided into four sections. The purposes for each section are outlined below.

Section I--to elicit general information that could be helpful in interpreting the responses to the subsequent sections;

Section II--to assess teacher-intern's degree of agreement with selected assumptions relating to parent involvement in education;

Section III--to assess the teacher-interns' attitudes towards selected parental roles in education; and,

Section IV--to assess teacher-interns' perceptions of their degree of preparedness for supporting parent involvement.

Likert-type scales were used for Sections II, III, and IV. However, the scales varied across sections. For example, in Section II, students were asked to indicate the extent of their agreement with a set of statements by responding with either "strongly agree," "agree," "undecided," "disagree," or "strongly disagree." On the other hand, in Section III, the teacher-interns were asked to indicate the action that they would take with respect to selected parent roles by responding to the following index: initiate, support, permit, discourage, no opinion.

### Parent Questionnaire

The parent questionnaire was designed to accomplish the following objectives:

- (1) To measure the impact of the training experiences on the teacher-interns' skills for increasing parent involvement as discerned by the parents;
- (2) To solicit general information relating to the amount and type of interactions between the teacher-interns and parents; and,
- (3) To assess parents' opinions of the degree of significance of a teacher's effectiveness in working with parents as it relates to their overall professional competence; such as, the teacher-interns demonstrated awareness of the parents' role in the education of their children.

#### Data Collection

The pre-tests for the teacher were administered in September, 1975. For the experimental group of teacher-interns, the test was administered during the first training session. The pre-test for the control group of teacher-interns was administered during the same week of the first training session for the experimental group. Administration of the post-test for the experimental group of teacher-interns occurred in December, 1975, at the last seminar session. The control group of teacher-interns was post-tested during the same week of the experimental teacher-intern group's post-testing. The number of subjects in the experimental group ( $n = 10$ ) remained

constant on both the pre-test and post-test administrations. However, the respondents in the control group of teacher-interns were reduced from eight on the pre-test to six on the post-test.

Questionnaires were mailed to the parents in the third week of the training program and after the twelfth week. The rate of return for the parent questionnaire is shown in Table 4.

TABLE 4  
RETURN RATE FOR THE PARENT QUESTIONNAIRE

Group	Potential Returns	Actual Returns	Return Rate
Experimental			
Pre-test	24	16	67%
Post-test	24	16	67%
Control			
Pre-test	24	17	71%
Post-test	24	16	67%

#### Data Scoring

A set of weights was applied to all of the scales, with the exception of item 4 in Section II of the Teacher-Intern Questionnaire. Tables 5 and 6 describe the weighting procedures for both surveys.

Missing data were handled in the following manner:

- (1) When a respondent omitted more than one-half of

TABLE 5

## WEIGHTS ASSIGNED TO THE TEACHER-INTERNS' QUESTIONNAIRE

Questionnaire Section	Response	Weight
II, Item 1-3	strongly agree agree undecided disagree strongly disagree	5 4 3 2 1
III	initiate support permit discourage no opinion	5 4 3 2 1
IV, Item 1, 4	to a great extent to a considerable extent to a limited extent not at all	4 3 2 1
IV, Item 2	excellent very good good fair poor	5 4 3 2 1
IV, Item 3	considerable sufficient limited none	4 3 2 1

TABLE 6  
WEIGHTS ASSIGNED TO THE PARENTS' QUESTIONNAIRE

Questionnaire Section	Response	Weight
II, Item 1	excellent	5
	very good	4
	good	3
	fair	2
	poor	1
II, Item 2	to a considerable extent	4
	to a sufficient extent	3
	to a limited extent	2
	not at all	1
III	to a great extent	4
	to a considerable extent	3
	to a limited extent	2
	not at all	1



the items in a section, the subject was excluded from the calculation.

- (2) When less than one-half of the items in a section were omitted by a respondent, the initial mean, which was calculated from the reduced number of responses, was assigned later as the score for the missing item.

### Data Analysis

The data analysis began with the reporting of averages on the pre-tests and post-tests. It was anticipated that certain differences between the scores of the various groups would occur. For example, the pre-test scores of the two teacher-intern groups were expected to be nearly equivalent, but the post-test would show large differences.

Statistical analyses were performed by the t-test and the sign test. The teacher-intern and the parent questionnaire did not require information that would permit identification of the same individual on the pre-test and post-test. As a consequence, the more sensitive t-test for matched pairs could not be performed on the pre-test/post-test data. Instead a t-test for unrelated means was used to analyze differences between scores on the pre-test and post-test.

The following differences were tested:

- (1) differences between the experimental and control teacher-intern groups' pre-test measures;
- (2) differences between the two teacher-intern groups on post-test measures;
- (3) differences from pre-test to post-test for each teacher-intern group separately;
- (4) differences between the experimental and control parent groups' pre-test measures;
- (5) differences between the two parent groups on post-test measures; and,
- (6) differences from pre-test to post-test for each parent group separately.

## FOOTNOTES

<sup>1</sup>Campbell and Stanely, Experimental and Quasi-Experimental Designs for Research, pp. 47-50.

<sup>2</sup>Ibid., p. 47.

C H A P T E R   I   V  
DATA ANALYSIS, RESULTS OF THE EVALUATION  
AND DISCUSSION

Introduction

The supposition upon which the teacher-interns' evaluation instruments were designed was that the pre-test would reveal general inexperience among the interns in working with parents. Specifically, the questionnaire was designed to provide the following:

- (1) Teacher-interns' attitudes regarding parental involvement in education;
- (2) Teacher-interns' level of knowledge for working with parents; and,
- (3) Teacher-interns' perceptions of their skills for working with parents and for increasing parental involvement.

It was anticipated that training experiences provided to the experimental group of teacher-interns would increase this group's knowledge and skills in working with parents as measured by the teacher-interns' assessment of their effectiveness in this area. Additionally, it was anticipated that as a result of the training experiences, the experimental group of teacher-interns, in comparison to the

control group of teacher-interns, would become more resolute in attitudes and convictions towards the benefits of parental involvement.

To add a dimension of objectivity to the teacher-interns' self-assessments, the opinions of parents towards the interns' parent-teacher relations skills were solicited and incorporated into the overall evaluation. It was assumed that the parents' discernment of the teacher-interns' capabilities in effecting a parent-teacher relationship would corroborate the interns' evaluations.

The central question, then, to be answered by the evaluation was: Is a program that is designed to expand teacher-interns' attitudes, knowledge and skills for increasing parental involvement in education an important supplement to teacher training programs? This question was to be answered by carrying out analyses of responses from both teacher-interns and parents on a number of components of the pre- and post-test questionnaires.

The null hypotheses are that there will be no differences between the experimental and control groups on either the pre-test or post-test opinions and attitudes expressed on the questionnaire and that there will be no significant change from the pre-test to the post-test for either group. The specific hypotheses to be tested are further delineated throughout the results section. They are summarized in



the discussions of each variable tested. Four contrasts were made on each of six measures obtained from the teacher-interns. The same contrasts were performed on three measures obtained from the parent data. Table 7 details the four contrasts and the nine measures. In addition, general background information concerning the experimental and control groups of interns and parents is summarized before the results for these various measures are described.

### Data Analysis: Teacher-Intern Data

#### General Background Information\*

To establish a profile of the teacher-interns' background, the following variables were summarized:

- (1) Age--The ages of the teacher-interns ranged from 20-25 with the exception of two interns in the control group who were under age 20;
- (2) Student Classification--Each group had two juniors, the remainder of the participants were seniors;
- (3) Previous Experience Working in an Early Childhood Program--The experimental group indicated having experienced more parent contacts in their former work in preschool centers. Ninety percent of the experimental group had worked in preschool programs prior to their internship in the laboratory

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\*General background information was obtained from responses elicited in Section I of the Teacher-Intern Questionnaire

TABLE 7

THE FOUR CONTRASTS CONDUCTED ON NINE MEASURES  
OBTAINED FROM THE TEACHER-INTERN AND  
PARENT QUESTIONNAIRES

Contrasts	Measures
(1) Difference between pre-tests of the experimental groups and the control groups;	(1) Teacher-interns' attitudes toward a set of parent involvement related assumptions;
(2) Difference between post-tests of the experimental groups and the control groups;	(2) Teacher-interns' attitudes towards 17 selected parent involvement roles in education;
(3) Difference between pre-test and post-test of the experimental group; and,	(3) Teacher-interns' attitudes toward the essentiality of working with parents as a measure of success in teaching young children;
(4) Difference between pre-test and post-test of the control groups.	(4) Teacher-interns' self-assessments of their human relations and leadership skills for working with parents;
	(5) Teacher-interns' self-assessments of knowledge of selected parent involvement related areas;
	(6) Teacher-interns' attitudes towards the need for training to work with parents;
	(7) Parents' assessments of teacher-interns' communication skills for working with parents;

TABLE 7 (Cont'd)

Contrasts	Measures
	<p data-bbox="816 540 1327 671">(8) Parents' assessments of the teacher-interns' awareness of the parental role in education; and,</p> <p data-bbox="816 701 1332 893">(9) Parents' attitude towards the teachers' work with parents as an absolute necessity for the interns' success in teaching young children.</p>

school in comparison to 75 percent of the control group;

- (4) Types of Parent Contacts Previously Experienced--Ninety percent of the experimental group had engaged in a variety of parent-teacher contact experiences, such as contacts at parent meetings, parent-teacher conferences, home visits and at the times when parents leave off and pick up their children. In contrast only 62 percent of the control group had shared the same experiences; and,
- (5) Status of Parenthood--Two of the teacher-interns were parents themselves; both of these interns were in the experimental group.

The difference in parenthood status and former experiences with parents in school settings may have affected the comparability of the two groups and thereby reduced the internal validity of the evaluation. In view of this limitation, the contrast of the pre- and post measurements may be of greater interest than the contrasts between groups.

### Results of Hypotheses Testing

Hypothesis I (Teacher-Intern Questionnaire, Section II): The first hypothesis presumes no significant difference in responses to the statements in Section II for the experimental and the control group of teacher-interns on the pre-test and post-test. Moreover, it is presumed that

neither the experimental nor the control group will show significant changes in scores from the pre-test to the post-test.

In Section II, the teacher-interns were asked to express their opinions regarding the following set of assumptions found in the literature and related to parental involvement in education:

- (1) "The child's education in the family may well be a greater influence on his intelligence and academic development than the child's education in the school."
- (2) "Schools do not change the child's level of functioning established and maintained by the family and the community."
- (3) "Parent involvement in educational process is a necessity, not just a supplement to that which occurs within the school."
- (4) "Educators are demanding too much of teachers to go beyond their regular classroom duties and to assume the responsibility for activating and involving parents."

The answers were weighted on a 5-point scale with responses most in agreement with statements 1 through 3 receiving a 5 and a response least in agreement with statement 4 receiving a score of 1. The highest possible score for Section II was 20. The mean score for the teacher-interns on the pre-test and post-test are shown in Tables 8 and 9 respectively.

A t-test to compare the post-test scores of the experimental and control groups of teacher-interns showed a



TABLE 8

## SUMMARY OF TEACHER-INTERNS' PRE-TEST DATA ANALYSIS

Questionnaire Section	Group	$\sum X$	Maximum Score	$\bar{X}$	$\chi^2$	$t_{\text{score}}$	Decision
II	E C	155.0 113.0	20	15.5 14.1	22.5 2.87	2.34	Reject H
III	E C	633.9 518.6	85	63.4 64.8	911.0 498.12	0.3235	Cannot Re- ject H
IV, 1	E C	33.0 26.0	4	3.3 3.3	8.1 3.5	0.039	Cannot Re- ject H
IV, 2	E C	210.8 187.9	35	21.08 23.49	96.98 97.71	-1.456	Cannot Re- ject H
IV, 3	E C	202.2 180.0	28	20.2 22.5	241.6 36.0	-1.01	Cannot Re- ject H
IV, 4	E C	27.0 18.0	4	2.7 2.3	4.1 1.5	1.43	Cannot Re- ject H

$$n_E = 10$$

$$df = 16$$

$$t_{\text{critical}} = 1.746$$

$$n_C = 8$$

$$oc = .10 \text{ two } t \text{ test}$$

TABLE 9

## SUMMARY OF TEACHER-INTERNS' POST-TEST DATA ANALYSIS

Questionnaire Section	Group	$\Sigma X$	Maximum Score	$\bar{X}$	$\chi^2$	t score	Decision
II	E	160.0	20	16.0	24.0	2.91	Reject H
	C	82.9		13.8			
III	E	692.0	85	69.2	955.6	1.06	Cannot Re- ject H
	C	382.4		63.7			
IV, 1	E	38.0	4	3.8	1.6	1.23	Cannot Re- ject H
	C	21.0		3.5			
IV, 2	E	240.0	35	24.0	160.0	1.13	Cannot Re- ject H
	C	131.0		21.8			
IV, 3	E	223.0	28	22.3	154.1	1.79	Cannot Re- ject H
	C	124.6		20.8			
IV, 4	E	21.8	4	2.8	5.6	0.00	Cannot Re- ject H
	C	16.8		2.8			

 $n_E = 6$ 

df = 14

 $t_{\text{critical}} = 1.761$  $n_C = 6$ 

oc = .10 two t test

marginally significant difference at the .10 level (see Table 9). However, this finding is nullified by the initial finding of significant difference in the means of pre-test (see Table 8). That is, the experimental group of teacher-interns scored significantly higher than the control group of teacher-interns on these measures on both the pre-test ( $t = 2.34$ ) and post-test ( $t = 2.91$ ). It is not surprising to find the observed initial difference maintained on the post-test analysis.

A t-test comparison between the scores of the experimental group of teacher-interns on the pre-test ( $\bar{X} = 15.5$ ) and post-test ( $\bar{X} = 16.0$ ) was found not to be significant. In addition, a t-test of the difference in the means of the control group of teacher-interns on the pre-test ( $\bar{X} = 14.1$ ) and post-test ( $\bar{X} = 13.8$ ) was also found to be not significant. Therefore, the set of analyses on teacher-interns' attitudes toward parental involvement reveals no significant differences attributable to the experimental treatment.

Hypothesis II (Teacher-Intern Questionnaire, Section III): Hypothesis II presumes no significant difference in attitudes towards selected parent roles in education between the experimental and the control group on either the pre-test or post-test scores. It is further presumed that there will be no sign of change in scores from the

pre-test to the post-test for either the experimental or control group.

Section III of the questionnaire was concerned with the teacher-interns' attitudes towards various parent roles in education as they related to the proposed action that would be taken by the interns towards facilitating those roles. The interns were asked whether they would initiate, support, permit, discourage or had no opinion about the following seventeen selected activities related to parental involvement:

A. Parent/Child Related Educational Activities

- (1) Parents advocating for rights of their children;
- (2) Parents supporting and encouraging the child at home;
- (3) Parental reinforcement of the classroom learning experiences at home when possible;
- (4) Parents providing a conducive learning environment for the child;
- (5) Parents tutoring their own children;

B. Parent Decision-Making Roles in Education

- (6) Parents evaluating school programs;
- (7) Parental decision-making in curriculum development;
- (8) Parental decision-making in hiring and firing of school personnel;
- (9) Parental decision-making in school financing;
- (10) Parental decision-making in the evaluation of teachers' competence;

- (11) Parental decision-making in teacher-child placements;
- (12) Parental decision-making in school practices (i.e., discipline, safety, reporting, food services, etc.);

C. Parent Volunteerism in School

- (13) Parents volunteering instructional support;
- (14) Parents volunteering technological support;
- (15) Parents volunteering clerical support;
- (16) Parents volunteering monitorial support; and,
- (17) Parents volunteering housekeeping support.

The items were weighted on a 5-point scale in which the most desirable score, "to initiate," was weighted 5. The highest possible score was 85. The means for the subjects on the pre-test and post-test scores of the experimental and control group of teacher-interns are shown in Figure 1 and Tables 8 and 9.

Comparison between the experimental and control group of teacher-interns on the pre-test and post-test using a t-test yielded no difference (see Tables 8 and 9). Because of the 5-point gain in the mean for the experimental group of teacher-interns and a downward shift in scores for the control group (see Figures 3 and 4), the investigator felt that the data warranted additional attention. The graphs in Figure 3 and Figure 4 illustrate the distribution of pre-test and post-test means for each questionnaire item in Section III for the experimental group and the control



FIGURE 3

PRE-TEST AND POSTTEST MEANS FOR EXPERIMENTAL  
GROUP OF TEACHER INTERNS ON QUESTIONNAIRE  
ITEMS, SECTION III:1-17

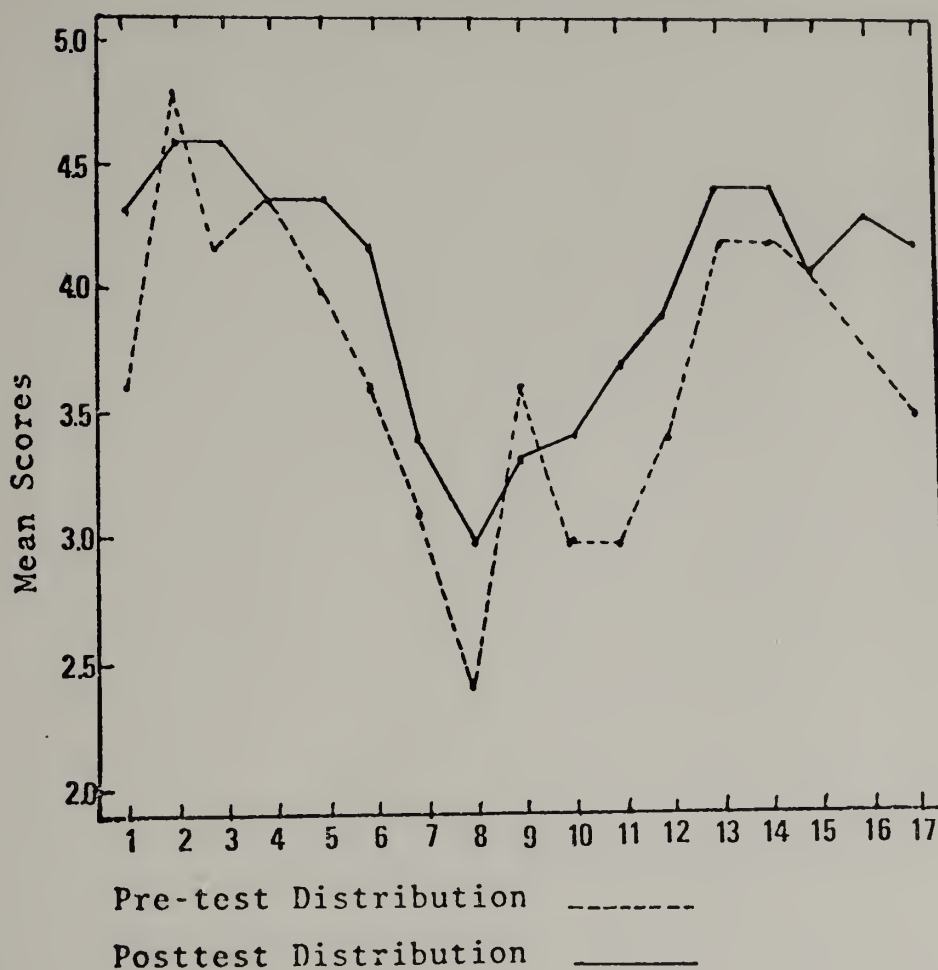
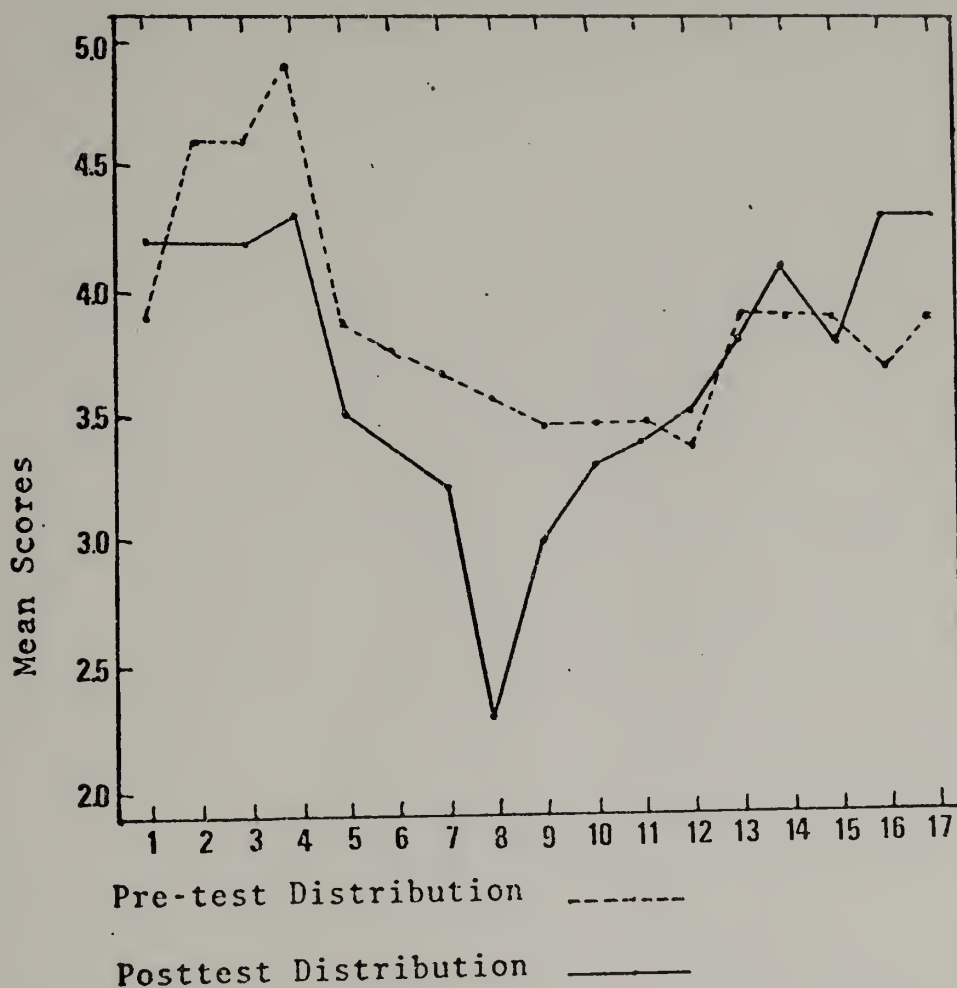


FIGURE 4  
PRE-TEST AND POSTTEST MEANS FOR CONTROL GROUP  
OF TEACHER INTERNS ON QUESTIONNAIRE  
ITEMS, SECTION III:1-17



group. The experimental group increased scores in 13 out of 17 instances (see Figure 3), a significant change as indicated by a sign test ( $p = .05$ ). The control group increased scores on only 5 out of 17 instances (see Figure 4), a change that was not significant. Thus, training did seem to increase scores for the experimental group, while absence of training led to no comparable increase in scores in the control group.

Hypothesis III (Teacher-Intern Questionnaire, Section IV, Item 1): Hypothesis III presumes no significant difference between the experimental and control group of teacher-interns' attitudes toward the essentiality of working with parents as one indicator of success for teaching young children. Furthermore, there will be no significant change in scores from the pre-test to the post-test for either the experimental or control group.

The question posed to the teacher-interns in Section IV, Item 1 was "To what extent do you perceive working with parents to be absolutely necessary to your success in teaching young children?" The index for weighting Item 1 was: to a great extent (4); to a considerable extent (3); to a limited extent (2); and not at all (1). The results for the pre-test and post-test scores of the experimental and control teacher-intern groups are shown in Tables 7 and 8.

Using a t-test comparison, the difference in means between the experimental group and control group were found to be not significant. The pre-test to post-test scores for each group when measured by the t-test were also found to be not significant. It appears that the training program was not effective in changing the teacher-interns' assessment of the extent to which they perceived working with parents to be absolutely necessary to their success in teaching young children. Therefore, Hypothesis III cannot be rejected.

Hypothesis IV (Teacher-Intern Questionnaire, Section IV, Item 2): Hypothesis IV presumes no significant difference between the experimental and control group in teacher-interns' self-assessments of human relations and leadership skills for working with parents. Moreover, it assumes no significant change in scores from the pre-test to the post-test for either the experimental or control group.

Item 2 asked the question, "How do you presently assess your human relations and leadership skills for working with parents?" On a scale of one to five, the teacher-interns were requested to prepare a self-assessment of the human relations skills and leadership skills listed below viewed as requisites for working with parents.

- (1) Translating child development principles into practical knowledge for parents;
- (2) Sharing evaluation of the child with the parents;
- (3) Listening skills;
- (4) Communicating effectively with parents of diversified interest, attitudes and socio-economic backgrounds;
- (5) Cooperative goal setting with parents for the child;
- (6) Conducting parent conferences; and,
- (7) Conducting home visits.

The items were weighted on a five point scale in which the response "excellent" as the most desirable score was weighted 5. The highest possible score for each respondent was 35. The means for the pre-test and post-test for both the experimental and control group of interns are shown in Tables 8 and 9.

The t-test comparison found no significant difference between the means of the experimental and control group, nor was there any sign of change in scores from the pre-test to the post-test for either the experimental or control group of teacher-interns. Since the analysis found no evidence of the training program's influence in changing the teacher-interns' perceptions of their preparedness in human relations and leadership skills, Hypothesis IV could not be rejected.

Because the major emphasis of the experimental treatment was on the advancement of the skills necessary for working with parents, the data in this section were examined further. The overall skills of the experimental group of teacher-interns on each of these measures did reflect a gain on the post-test scores. In contrast, the control group of teacher-interns showed a drop in scores on four of the seven items (see Figures 5 and 6). Overall, however, the difference between the experimental and control groups of teacher-interns remained small.

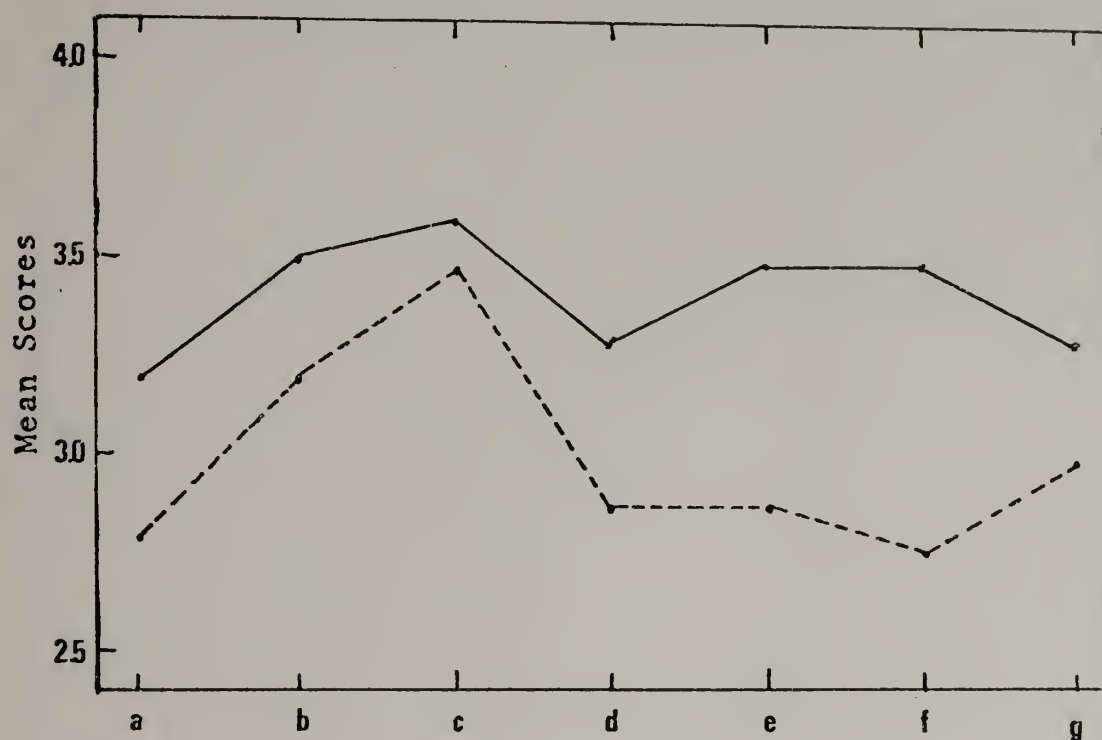
Hypothesis V (Teacher-Intern Questionnaire, Section IV, Item 3): Hypothesis V presumes no significant difference in the interns' self-assessments of knowledge of selected parent involvement-related areas. The differences between the experimental and control group were compared as well as differences in scores from the pre-test to the post-test for both the experimental and control group of teacher-interns to test this hypothesis.

The purpose of item 3 was to ascertain the teacher-interns' assessments of their knowledge of seven parent related educational areas that were viewed as fundamental to working with parents. The four point rating scale was: considerable (4); sufficient (3); limited (2); and, none (1). Seven content areas were assessed:



FIGURE 5

PRE-TEST AND POSTTEST MEANS FOR EXPERIMENTAL  
GROUP OF TEACHER INTERNS ON QUESTIONNAIRE  
ITEMS, SECTION IV:2

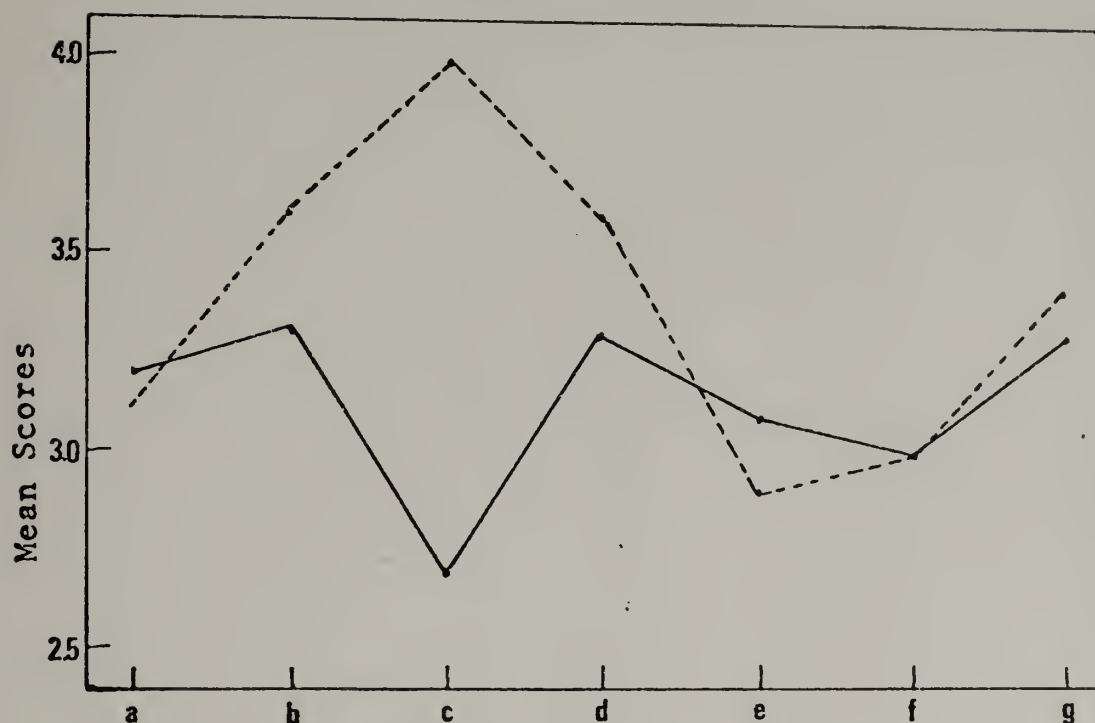


Pre-test Distribution      -----

Posttest Distribution      \_\_\_\_\_

FIGURE 6

PRE-TEST AND POSTTEST MEANS FOR CONTROL GROUP  
OF TEACHER INTERNS ON QUESTIONNAIRE  
ITEMS, SECTION IV:2



Pre-test Distribution -----

Posttest Distribution \_\_\_\_\_

- (1) Awareness of the impact of family variables (i.e., parent-child relationships, parental attitudes and behaviors, socio-economic background, child rearing styles) in the development of the child;
- (2) Understanding of the learning experiences that occur directly and indirectly in the home;
- (3) Understanding the potential in the parent-teacher partnership for improving the child's educational achievement;
- (4) Awareness of the problems, needs and issues involved in the implementation of parent participation such as (a) the federal and state mandates to involve parents in educational structures and (b) the resistance to parental decision-making by school systems, teachers' organizations, etc.;
- (5) Understanding of the human relations skills necessary for working with parents;
- (6) Understanding of the kinds of information parents need from teachers in order to create a viable learning environment in the home; and,
- (7) Understanding of the kinds of information and participation that teachers need from parents that enhance classroom experiences.

The highest possible score was 28. The means for the pre-test and post-test for both the experimental and control groups of teacher-interns are shown in Tables 8 and 9.

Hypothesis V was analyzed by a t-test comparison. None of the score changes were found to be significant in terms of the impact of the experimental treatment in increasing teacher-interns' knowledge in selected parent-related areas according to the self assessments. Therefore, Hypothesis V cannot be rejected.

Hypothesis VI (Teacher-Intern Questionnaire, Section IV, Item 4): Hypothesis VI presumes no significant difference in the perceived need for training in working with parents between the experimental and control group nor in the pre-test to post-test mean differences for either group.

Item 4 asked "To what extent do you need training in working with parents?" A four point index was used: to a great extent (4); to a considerable extent (3); to a limited extent (2); and not at all (1).

The results for the pre-test and post-test scores of the experimental and control group of teacher-interns are shown in Tables 8 and 9.

A t-test comparison failed to invalidate Hypothesis VI. Therefore, it is concluded that the training program had no profound influence in changing the teacher-interns' perception of their need for training in working with parents.

#### Data Analysis: Parent Data

##### General Background Information\*

To establish a profile of the parent groups' background, the following variables were summarized:

##### (1) Ages of the Children Attending the Laboratory

Pre-School--The ages of the children ranged from

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\*General background information was obtained from responses elicited in Section I of the Parent's Questionnaire (Appendix B).

- 2 to 4 years old;
- (2) Siblings of the Children Attending the Laboratory Pre-School--At the pre-testing the majority of children had older or younger siblings;
  - (3) Length of Time the Children Were in the Program at the Pre-Testing--The majority of children were in their first year at the Laboratory school;
  - (4) Experience of Parents with Respect to Previous Parent-Teacher Relationships--The majority of parents indicated having prior parent-teacher relationships as a parent.

In terms of parent-teacher contacts, the parents had ample opportunity to survey the teacher-interns' capabilities for working with parents. On the average, by the end of the semester, all of the families in each group had been contacted by the teacher-intern at least one time in a formal conference, a home visit, or at a school meeting. The number of contacts for each group are reported in Table 10.

In addition to the types of teacher contacts mentioned in Table 10, forty-four percent of the experimental parent group reported that they had been contacted by the teacher-intern daily, while fifty-six percent of this group only met with the interns occasionally. At the same time, the control group of parents was equally divided into those who met with the teacher-interns occasionally and those who met with the intern on a daily basis.

TABLE 10

AVERAGE NUMBER OF PARENT-TEACHER-INTERN CONTACTS  
BY THE END OF THE TRAINING PROGRAM AS  
REPORTED BY THE PARENTS

Type of Contacts	Experimental Group	Control Group
Formal Conference	1.8	1.4
Home Visits	1.9	1.4
Contacts at school Meetings	1.4	1.8

### Results of Hypothesis Testing

#### Hypothesis VII (Parent Questionnaire Section II, Item 1):

Hypothesis VII presumes that there will be no significant difference between the experimental and control group in the parents' ratings of communication skills of teacher-interns. It is also presumed that neither the experimental nor control group will show significant changes in scores from the pre-test to the post-test.

In Section II, Item 1, the parents were asked to rate the teacher-interns' communication skills for working with parents as delineated in the nine areas listed below:

- (1) The teacher-intern communicates his knowledge of children's learning and growth in such a way that I can understand it and use it in dealing with my child;
- (2) The teacher-intern helps me to understand how my child is progressing in school;
- (3) The teacher-intern listens to me and makes me feel that what I am saying is important to him/her;



- (4) The teacher-intern speaks to me in a respectful manner;
- (5) The teacher-intern speaks to me in a respectful manner in spite of the difference of opinions that we may have;
- (6) The teacher-intern speaks to me in a respectful manner in spite of the difference in our educational or social or ethnic backgrounds;
- (7) The teacher-intern gives me an opportunity to work with him/her in setting goals for my child;
- (8) The teacher-intern makes me feel comfortable in our parent-teacher conferences; and,
- (9) The teacher-intern makes me feel comfortable when (s)he visits my home.

To measure the responses in Section II, Item 1, a five-point index was used: excellent (5); very good (4); good (3); fair (2); and poor (1). The highest possible score for Section II, Item 1 was 45. The mean scores for the analysis of Hypothesis VII are shown in Figures 7 and 8.

A t-test comparison yielded no significant differences between the ratings of the experimental group of parents and those of the control group, nor any significant changes in scores for either group from the pre-test to the post-test. Based on this finding, Hypothesis VII cannot be rejected.

Hypothesis VIII (Parent Questionnaire Section II, Item 2): Hypothesis VIII presumes that there will be no significant difference between the experimental and control group on the pre-test and post-test in the parents' ratings of the teacher-interns' awareness of the parental role in

FIGURE 7

PRE-TEST AND POSTTEST MEANS FOR EXPERIMENTAL  
GROUP OF PARENTS ON QUESTIONNAIRE  
ITEMS, II:1

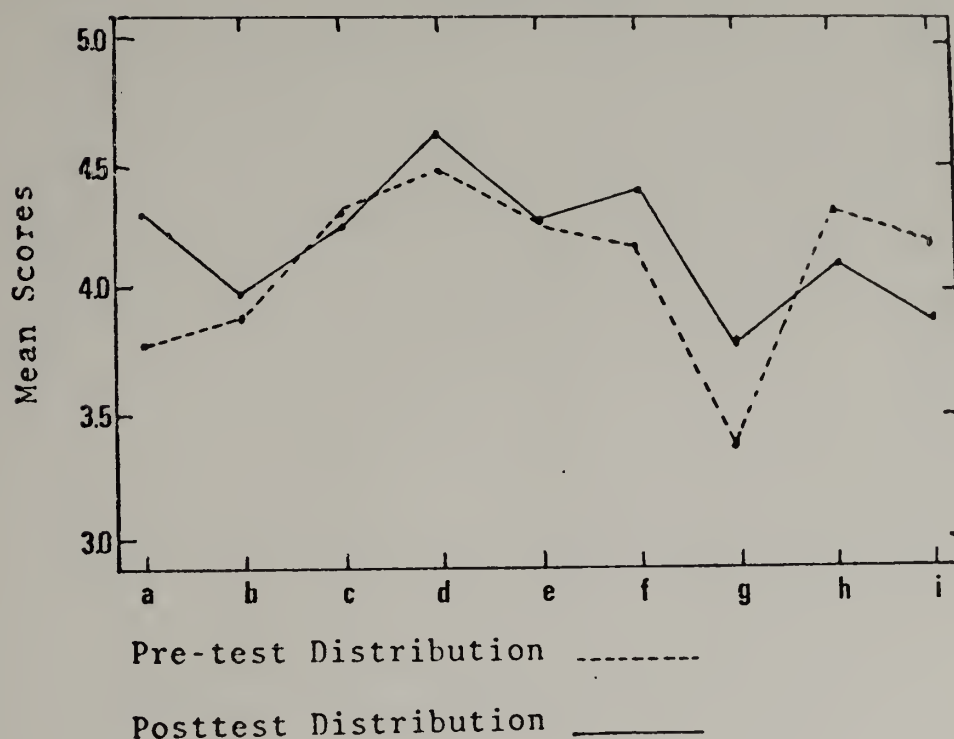
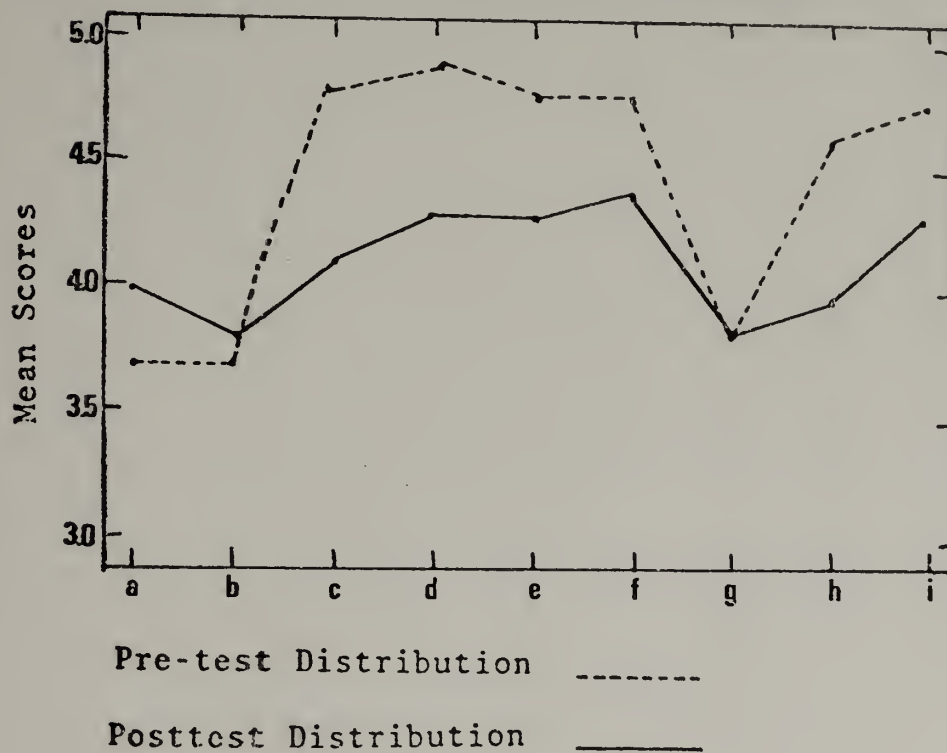


FIGURE 8

PRE-TEST AND POSTTEST MEANS FOR CONTROL GROUP  
OF PARENTS ON QUESTIONNAIRE ITEMS, II:1



education. Moreover, it is presumed that neither the experimental nor control group will show significant changes in scores from the pre-test to the post-test.

Parents were asked in this section to rate the teacher-interns on the degree to which they perceived the interns' effectiveness in conveying their awareness of the following parental roles in education:

- (1) To what extent does the teacher-intern appear to appreciate that your contribution of just being a parent is very important to your child's education?
- (2) To what extent does the teacher-intern appear to appreciate the many things that your child learns at home?
- (3) To what extent does the teacher-intern appear to be aware of the value of your partnership with him /her?
- (4) To what extent do you believe that the teacher-intern values the information that you can give him for creating better classroom experiences?
- (5) To what extent do you believe that the teacher-intern has the necessary human relations skills for working with parents? and
- (6) To what extent do you believe that the teacher-intern understands the information you need to have for making your home a learning place for your child?

The items were weighted on a four-point scale in which the most desirable score, "to a considerable extent," was weighted 4. The highest possible score was 24. The mean scores for the analysis of Hypothesis VIII is shown in Figures 9 and 10.

FIGURE 9  
PRE-TEST AND POSTTEST MEANS FOR EXPERIMENTAL  
GROUP OF PARENTS ON QUESTIONNAIRE  
ITEMS, II:2

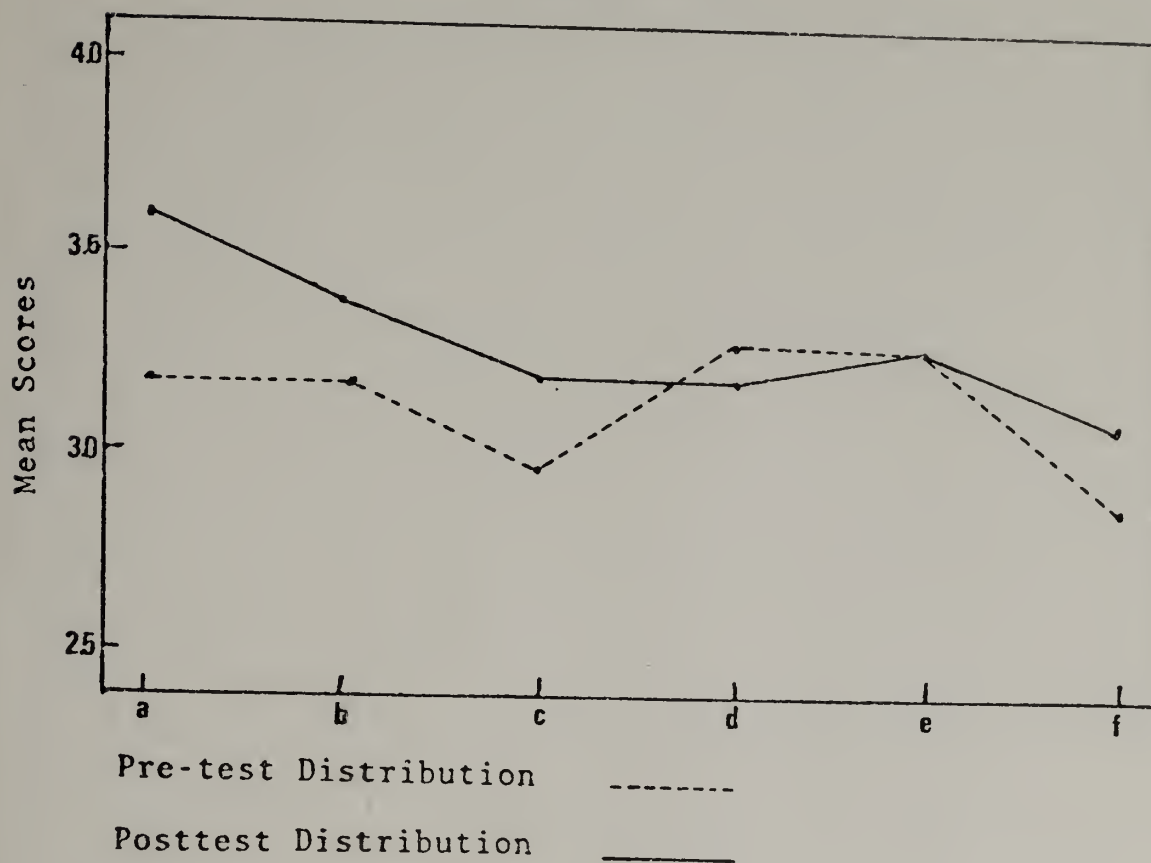
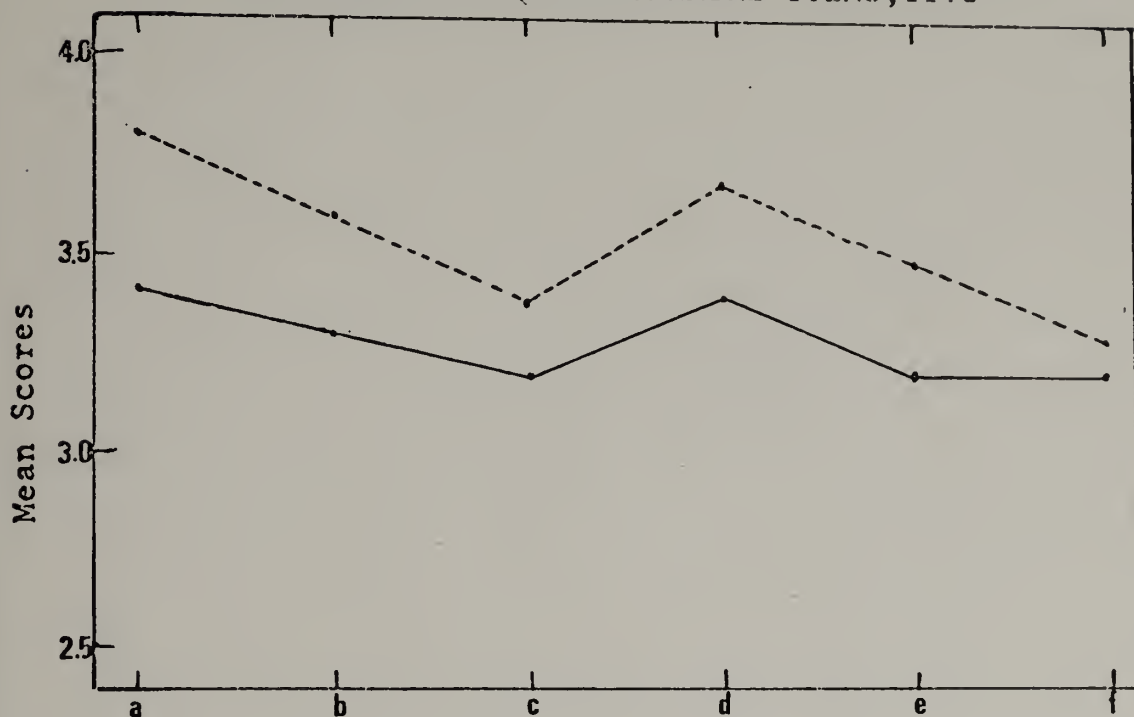


FIGURE 10

PRE-TEST AND POSTTEST MEANS FOR CONTROL GROUP  
OF PARENTS ON QUESTIONNAIRE ITEMS, II:2



Pre-test Distribution -----

Posttest Distribution -----



Hypothesis VIII was measured by a t-test comparison, the difference in means between the experimental and control group of parents were found to be not significant. The pre-test to post-test scores for each group when measured by the t-test were also found to be not significant.

Hypothesis IX(Parent Questionnaire Section III): Hypothesis IX presumes that there will be no significant difference in the degree to which parents believe teacher-interns working with parents is absolutely necessary for the interns' success in teaching young children.

The parents were asked to what extent they believed that working with parents is absolutely necessary for the interns' success in teaching young children. The items were weighted on a four-point scale in which the most desirable answer, "to a great extent," was weighted 4. The mean scores on the post-test for the experimental and control group of parents were  $\bar{X} = 3.4$  and  $\bar{X} = 3.0$  respectively. A t-test comparison revealed no significant difference in the scores, therefore, Hypothesis IX could not be rejected.

The purpose of developing the parent survey was to obtain evidence that would enhance the teacher-interns' self assessment data. Furthermore, it was anticipated that the parent survey would corroborate the interns' responses. To examine the relationship between the parent and student data, both statistical and descriptive analyses were employed.

Three null hypotheses formulated for the parent survey looked at the difference between the pre- and post-test opinions of the students' capabilities for working with parents. The t-test comparisons found no significant differences in parent opinions at the end of the training sessions.

#### Comparison of Responses of Teacher-Interns and Parents

Two sections of the questionnaire for both the students and parents were designed to observe, in the case of the parents, and to assess, in the case of the students, the same set of skills:

- (1) Teacher-Intern Questionnaire--Communication Skills (Section IV, 2) and Knowledge of Parent-Related Areas (Section IV, 3); and,
- (2) Parent Questionnaire--Communication Skills (Section II, 1) and Awareness of Parental Role in Education (Section II, 2).

For example, the teacher-intern was asked to assess his abilities to translate child development principles into practical knowledge for parents. (Teacher-Intern Questionnaire, Section IV, 2a). At the same time, the parents were asked to assess how the teacher-intern communicated his knowledge of children's learning and growth in such a way that they could understand it and use it in dealing with their child. A second example of the questions on the teacher-intern questionnaire that corresponded to

the parent questionnaire was the area of home visiting. The teacher-intern was asked to assess his skills in conducting home visits. In the meanwhile, parents were asked to rate the intern on his performance in conducting home visits on a scale of one to five to the statement: "The teacher-intern makes me feel comfortable when(s)he visits my home. Each statement to be rated in the teacher-intern questionnaire has a corresponding statement in the parent questionnaire. An illustration of the corresponding statements between two questionnaires is found in Tables 11 and 12.

The differences between the teacher-interns' self-assessments in the two areas, communicating skills and awareness of parental role in education and the parents' assessments of these areas were evaluated in terms of differences from the pre-test to the post-test for each group and the frequency of changes in a more positive direction. The direction of scores in Section IV, 2 of the teacher-intern questionnaire for the experimental group of teacher-interns was upward for 100 percent of the items (see Table 11). The direction of the scores was downward for the control group of teacher-interns for fifty-seven percent of the items. In Section IV, 3 of the teacher-intern questionnaire the experimental group of teacher-interns scored upward for eighty-three percent of the items while the control teacher-intern group scored downward for eighty-three percent of

TABLE 11

DIRECTION OF TEACHER-INTERNS' AND PARENTS' MEAN SCORES IN TEACHER-INTERNS'  
QUESTIONNAIRE, SECTION IV, 2 AND PARENTS' QUESTIONNAIRE, SECTION II, 1

Corresponding Items		Questionnaire Items	Change in Mean Scores		
			Experimental Group	Control Group	
Interns	Parents				
a	a	Interns translating child development principles into knowledge for parents; Interns sharing evaluation of the child with the parents;	+	+	+
b	b		+	-	+
c	c		+	-	-
d	d, e	Interns' listening skills; Interns communicating effectively with parents of diversified interest, attitudes, and socio-economic backgrounds;	+	+	-
e	g	Interns cooperatively setting goals for the child with the parent(s);	+	+	0
f	h	Interns conducting parent conferences;	+	-	-
g	i	Interns conducting home visits.	+	-	-

\*(+) = mean change to more positive or more important response from pre-test to post-test  
 (-) = mean change to less positive or less important response from pre-test to post-test  
 (0) = no change from pre- to post-test

TABLE 12

DIRECTION OF TEACHER-INTERNS' AND PARENTS' MEAN SCORES IN TEACHER-INTERNS' QUESTIONNAIRE, SECTION IV, 3 AND PARENTS' QUESTIONNAIRE, SECTION II, 2

Corresponding Items		Questionnaire Items	Change in Mean Scores		
Interns	Parents		Experimental Group	Control Group	Interns Parents
			Interns	Parents	
a	a	Interns' awareness of the impact of family variables. . . in the development of child; Interns' understanding of the learning experiences that occur directly and indirectly in the home; Interns' understanding of the potential in the parent-teacher partnership for improving the child's educational achievement; Interns' understanding of the human relations skills necessary for working with parents; Interns' understanding of the kinds of information parents need from the teachers to create a viable learning environment in the home; Interns' understanding of the kinds of information and participation teachers need from parents which can enhance classroom experiences.	+	+	-
b	b		0	+	-
c	c		+	+	-
d	e		+	-	-
e	f		+	-	-
f	g		+	0	-
			+	+	-
(+) = mean change to more positive or more important response from pre-test to post-test			from pre-test to post-test		
(-) = mean change to less positive or less important response from pre-test to post-test			from pre-test to post-test		
(o) = no change from pre- to post-test			from pre-test to post-test		



the items (see Table 12).

With respect to the parent data, the trend pointed to the following:

- (1) The experimental parent group's evaluation tended to parallel the experimental group of interns' self assessments, which had become more positive at the end of the training sessions; and,
- (2) The control parent group's evaluation tended to parallel the control group of interns' self assessments, which had become less positive at the end of the semester.

### Summary of Findings

The first part of this chapter reported the findings of the t-test analyses on the hypotheses formulated for the evaluation of the training experiences. The next section summarizes these findings. A discussion and interpretation of the data follow this summary. (See Table 13.)

### Discussion

It appears from the results of the pre-test analysis in Section II of the teacher-intern questionnaire that the experimental group of interns had come to the training process with a significantly higher regard for parent involvement than the control group. That the experimental group of interns sustained their significantly higher degree



TABLE 13

## SUMMARY OF HYPOTHESES TESTED

Hypotheses	Summary of Test Results
<u>Teacher-Intern Questionnaire</u>	
Hypothesis I (Section II): Pertaining to interns' attitudes toward a set of assumptions related to parent involvement	$H_0$ could not be rejected This test revealed a significant difference in the experimental interns' post-test scores. However, the hypothesis could not be rejected because the experimental group had scored significantly higher on the pre-test.
Hypothesis II (Section III): Pertaining to interns' attitudes toward 17 selected parent roles in education	$H_0$ could not be rejected The t-test revealed no significant difference in the attitudes toward the 17 parent related educational roles. However, further examination of the data suggested that the training experience may have been effective in stimulating attitudes of initiating, supporting and encouraging certain parent roles.
Hypothesis III (Section IV, 1): Pertaining to interns' assessment of working with parents as a criterion of success in teaching young children	$H_0$ could not be rejected Although the post-test score was not significantly higher the experimental group's score increased noticeably.
Hypothesis IV (Section IV, 2 a-g): Pertaining to interns' self-assessments of competencies in human relations and leadership skills needed for working	$H_0$ could not be rejected Interns' self assessments revealed no radical change. However, the scores of the experimental group shifted upward on each response.

TABLE 13 (Cont'd)

Hypotheses	Summary of Tests Results
<p>Hypothesis V (Section IV, 3 a-g):</p> <p>Pertaining to intern's self assessments of knowledge and understanding of parent-related educational areas</p>	<p>On the other hand, the control group's scores dropped in four out of seven instances.</p> <p><math>H_0</math> could not be rejected</p> <p>Experimental group's scores were not changed significantly. As in the preceding test, the experimental intern group scored higher on the test than the control group. In this case the experimental interns scored higher in five out of six instances while the control group's scores dropped in five out of the six items.</p>
<p>Hypothesis VI (Section IV, 4):</p> <p>Pertaining to interns' attitude toward the need for training in working with parents</p>	<p><math>H_0</math> could not be rejected</p> <p>No change in group's assessment of training needs.</p>
<p><u>Parents' Questionnaire</u></p>	
<p>Hypothesis VII (Section II, 1 a-i):</p> <p>Pertaining to the parents' assessments of the interns' communication skills</p>	<p><math>H_0</math> could not be rejected</p> <p>Parent opinions were not significantly different on the post-test. Nevertheless, the comparison of the parent and intern scores are noteworthy. The parent and interns' scores paralleled each other, generally upward for the experimental group, while a more downward pattern occurred in the control groups.</p>

TABLE 13 (Cont'd)

Hypotheses	Summary of Tests Results
<p>Hypothesis VIII (Section II, 2 a-f):</p> <p>Pertaining to parents' assessments of the interns' awareness of the parental role in education</p>	<p><math>H_0</math> could not be rejected</p> <p>Parent opinions were not significantly different on the post-test. The same phenomena that occurred in the above is found here.</p>
<p>Hypothesis IX (Section III):</p> <p>Pertaining to the parents' assessments of the assumption that working with parents is a necessary criteria for the interns' success in teaching young children</p>	<p><math>H_0</math> could not be rejected</p> <p>No significant difference was noted in the opinions from the pre-test to the post-test.</p>

of assent to the selected parent involvement assumptions at the end of the seminar is evidenced by the post-test results.

Although a t-test performed on Section III data failed to yield significant differences between the experimental and control group, further examination of the data was suggestive of a training effect. From the computing of means for each response in Section III, an interesting profile of the teacher-interns' self perceptions is revealed. (See Figure 3.) Teacher-interns in both groups regarded themselves as supporters and initiators of the parent-child related educational activities categorized in Part A.

Part B, which requested opinions towards parents' educational decision-making roles, received a broad range of responses by both the experimental and control groups; however, this uneven pattern was more evident in the control group.

Parent volunteering (Part C) yielded responses of initiation and support from both groups with the exception of the practice of parents volunteering clerical support. An interesting note is that despite the overall higher scoring in the experimental group, the more negative opinions regarding parent volunteering also came from this group.

On the post-test, however, the experimental group showed a more positive response to thirteen out of seventeen questions in this section than on the pre-test. In contrast, the control group showed a more positive response on the post-test on only five of the seventeen questions.

On the post-test, the responses of both groups in Section III demonstrated a wide acceptability of the parental roles that are considered more traditional, such as parent-child educational activities and parent volunteering. Seemingly, both groups were less accepting of the educational decision-making roles which may be considered the more controversial area of parent involvement.

With respect to Section IV, 1, the experimental group of teacher-interns believed somewhat more strongly at the end of the training sessions than the control

group working with parents was one criterion of success in teaching young children.

From the results of testing Section IV, 2 and Section IV, 3 it is apparent that the training was less effective in making significant differences in the interns' perceptions of (1) their knowledge and understanding of the parents' role in education and (2) their human relations and leadership skills for working with parents. Yet the scoring patterns for these sections are valuable observations to study since the post-test scores consistently tended to move in a positive direction.

The experimental group of interns expressed a greater need for training experiences (Section IV, 4) at the beginning of training than the control group. On the post-test both groups expressed a stronger need for training than had been indicated at the beginning. It is possible to misinterpret the responses of the experimental group. The question itself does not specify whether the teacher-interns see additional training for the general good of their teaching career or whether the training process had failed to meet the expectations.

The parent groups' opinions of the interns' attitudes, understandings and skills for working with parents did not differ to a significant degree from the beginning of the training to the end. Furthermore, the parents' opinions of working with parents as one criterion of success for the



intern when teaching young children was sustained from the beginning to the end of the program.

Based on the questionnaire results, it can be suggested that the training experiences were more successful in influencing teacher-interns' positive attitudes toward parent involvement (Section II and III) but fell short of helping the interns achieve significant gains in acquiring the knowledge and requisite skills for working with parents (Section IV). However, the statistical evidence is only one part of the total evaluation. To complete the assessment some of the interns' comments about the training experiences as well as excerpts from their written reports are included here. The written reports were obtained at the end of the seminar, "Building the Parent-Teacher Partnership" and was a part of a written project in which the interns were to devise a strategy for working through a particular problem in interacting with parents. At the beginning and throughout the course, certain training goals of the seminar were specified. (See Chapter III.) The interns' comments summarized here are organized to the extent that they address some of these training goals.



### Teacher-Interns' Comments

Training Goal: The intern will develop a readiness for on-going examination of personal values and perceptions of parents and will seek to continually assess any such values that might inhibit effective communications.

I have learned that to communicate with parents, you must have empathy in the situation you are dealing with; also not be too quick in responding; that one must think in a positive respect in order to have the best come out of the conversation and the situation.

I learned that I need to watch out for a condescending attitude that at times overtakes me in conversation.

I realized that I very much dislike "silent spots" in a conversation. I feel a need to fill them in.

I learned that I should think about what I am going to say before I say it. And also to try to put myself in the other person's position.

I have discovered that listening and responding isn't an automatic process but can be brought to a conscious level with a minimum of effort.

There has been a positive change in the openness of communication in this particular set of parents. However, since I have only recently become aware of their need, the effectiveness of my communication with these parents is in doubt. . . I assumed that I was effectively communicating with them since they voiced no complaints and stated that they had no concerns. However, this proved to be a false assumption, as the parents recently voiced their concerns first to a teaching assistant than finally to me.

This points out the difficulty in communicating effectively with parents in a parent-teacher relationship. Obviously, somewhere, somehow I failed to develop an effective two-way communication with this particular set of parents.

This experience indicates to me that I will have to learn how to look beyond the surface of parental statements and attempt in some way to have parents confide in me any concern that they feel is legitimate.

Training Goal: The intern will develop a critical attitude toward an institutionally centered educational approach as opposed to a family-centered perspective.

To me, the important thing to remember is that no matter what position your particular school takes, the parents are still the most important ones to take into consideration, when dealing with their child. Too often teachers look everywhere else when dealing with a problem except where it really counts, in the child's home.

Before one can become a really effective teacher, she must become aware of each child's home life and a good way to do this is by getting to know his parents. It's a good idea, if possible to have a meeting at the beginning of the year to outline the program, if the parents are not aware of it. This would involve the philosophy of the school and what are its aims.

Training Goal: The intern will develop a willingness to work with parents.

I called Mrs. S \_\_\_\_\_ just about every night to talk about the problem and find a way to solve it. We decided together to have her stay with him at school a couple of days because we both felt he needed her. She is an important part in his life.

My plan was to act as a resource, suggesting readings and answering questions whenever Mrs. P \_\_\_\_\_ showed an interest. Also I began to casually filter information to her about L \_\_\_\_\_ by describing her activities during the day, focusing on her successes and my reasons for valuing them. The third and most successful part of the plan was to invite Mrs. P \_\_\_\_\_ to come into the classroom to help with special projects. This helped her to expand her own role in relation to L \_\_\_\_\_ and to see her in comparison to the children her own age. For L \_\_\_\_\_ this added prestige of having her own mother at school, was a great boost to her sense of self worth. It was important for her to see that not only she but her family was valued and respected. A child's sense of self is so closely related to his overall sense of family worth.

Training Goal: The intern will develop an awareness of the limitations of classroom teaching when it does not utilize parental input as a complementary factor in the education process.

I felt that with information from the parents and cooperation with them, I was better able to help M\_\_\_\_\_ find himself in our class. This was a long process. In fact it took almost the whole semester. But the change did occur--and it occurred easily and comfortably for the child.

I feel I know P\_\_\_\_\_ more than any other child at school because of my relationship with her mother.

With the introduction of the foregoing subjective data to balance the statistical analyses, a more plausible assessment of the training program can be made. Hence, the state is set for the answer to the research question: Is a program that is designed to expand teacher-interns' attitudes, knowledge and skills for increasing parent involvement in education an important supplement to teacher training programs? A more extended discussion in response to this question is provided in Chapter V. In addition, Chapter V, the last chapter, will present the conclusions, personal observations and recommendations for future research.

C H A P T E R V  
SUMMARY, RECOMMENDATIONS FOR FURTHER RESEARCH  
AND CONCLUSIONS

Summary of the Study

This dissertation was undertaken to accomplish four objectives:

- (1) To document the positiveness of integrating an orientation toward parental involvement into teacher education programs;
- (2) To construct a series of educational experiences that help prospective teachers to develop attitudes, knowledge and skills for encouraging and supporting parent involvement and for working with parents;
- (3) To describe the training process that was carried out by the investigator; and,
- (4) To evaluate the effectiveness of the training process by assessing the effects of the learning experiences upon the attitudes and perceptions of both the prospective teachers and the parents of the children who were exposed to the teacher interns.

In response to education's need to create a viable home-school partnership, the teacher was singled out in this study as the person intrinsically responsible for determining the quality of parent involvement in the school setting. The dissertation posited that the teacher is in the unique position to assume a nurturing role in the parent involvement effort because of his closer ties with the family and his daily interaction with the child; clearly, this is a relationship that is enjoyed by no other school functionary. However, the reality is that teachers and parents historically have not always been supportive of one another's roles. It was hypothesized that the poor state of parent-teacher relations may be attributed to the lack of a definite emphasis by teacher training colleges on educating prospective teachers as potential facilitators of parent involvement and to train them in that role. Consequently, it was hypothesized that teacher training programs desperately needed to incorporate into their curricula educational experiences that would help teachers interact responsively and effectively with parents.

The review of literature began with a search into the role of the family in the educational development of the child. The family was seen as (1) the prime educational and socializing agency; (2) the determiner of the quality



and quantity of the prerequisites for formal education (ie., skills, concepts, generalizations and understandings); and (3) the pre-eminent influence upon the child's school success--vis a vis parental background, attitudes and behavior. Schaefer's position, "the family is the most important educational institution" summarizes the dissertation's research into the family's role. Schaefer's "Lifetime and Lifespace Perspective on Education" supported the premise that a family centered educational perspective is also significant for the training of teachers. The benefits of such a perspective are its provisions for (1) a reality based view of education; (2) the acknowledgement of the family's ongoing role in the developmental and learning processes; and (3) the appreciation for the family's contribution to educational change strategies.

The relationship between teacher education and parent involvement was viewed through three conceptual models specifically designed to illustrate the connection:

(1) "The Parents' Role in the School Society," (2) Parents' Role in the School's Organization Needs," and (3) "The Relationship Between the School and the Home."

"The Parents' Role in the School Society" model, an anthropological view, focused on the interdependency between each subculture in the school society (i.e., students, teachers, administrators, parents and the community) with



which the parent subculture exerts its belief system, resources, knowledge, skills, rituals and customs. The literature review implied that the sheer impact of the parent subculture upon the other groups of the school society raises issues that should be dealt with by teacher education.

"The Parents' Role in the School's Organizational Needs" model, an organizational management perspective, viewed the school's parent group needs as an indispensable element contributing to the stability and security of the total school organization. To improve the quality of interdependency between the various groups in the school organization, teacher education, in accordance with the view of this conceptual model, should be supportive of the parent involvement effort by carrying out the following actions:

- (1) Clarifying specific parental involvement objectives based on research efforts by teacher education programs;
- (2) Articulating the rationale of parental involvement to teachers;
- (3) Designing models for home-school collaboration; and,
- (4) Developing specific parental involvement competencies for teachers.

"The Relationship Between the Family and the School" model asserted that the school is an offshoot of the family's historical educational role. Within the context of this model, the objective for teacher education is to reconnect the school to the family by appreciating the school as the

family's professional arm, instituted to complete the family's societal responsibility of training replacements for social roles and social positions. The writer concluded that the view of the school reconnected to the home offers broad possibilities for new educational insights.

Lastly, the review of literature looked at the parental involvement movement in education with a view toward the implications for teacher education. It was found that traditional roles of parent participation gave way to increased negotiations for more significant involvement in educational decision-making. Yet, in spite of this, friction between parents and the school remains to this day, and further problems are inevitable. Moreover, the less than tolerant attitude toward parental involvement on the part of teacher unions tends to aggravate the present state of affairs. The investigator concluded that teacher preparation programs are in the principle position for advocating the benefits of parental involvement to the teacher community, an act which should lead to a detente in relations between the school and parents.

After documenting the need for parental involvement as a training focus to be integrated into teacher preparation programs, the investigator developed a set of educational experiences for that purpose. (See Appendix F.) Specifically these educational experiences were designed to

help teacher-interns expand their attitudes, knowledge, and skills for encouraging and supporting parent involvement.

The educational experiences focused on two main areas:

- (1) Issues and problems related to parent involvement in education; and,
- (2) Identification and development of attitudes and communication skills necessary for effecting positive relationships with parents.

The third phase of the study was the designing of an evaluation process to assess the set of training experiences. Two groups of teacher-interns from the Early Childhood Human Development Teacher Preparation Program at the University of Massachusetts participated in the study. One group, the interns who engaged in the practicum in the laboratory school's afternoon session, comprised the experimental group. This group of interns attended a seminar conducted by the investigator for one hour per week for twelve weeks. The control group, the interns who engaged in the practicum in the laboratory school's morning session, did not receive the treatment. In addition to the intern group, two groups of parents whose children attended the laboratory school, participated in the study. The parents were asked to respond to a questionnaire which assessed the teacher-interns' interactions with the parents. The experimental group of parents was comprised of parents whose children attended the afternoon session at the laboratory school. The control group of parents consisted of parents

whose children attended the morning session of the laboratory school.

Both the teacher-intern and parent groups were pre-tested and post-tested with the administration of two specially designed instruments:

- (1) Questionnaire for the Teacher-Interns: "A Survey of Attitudes, Perceptions and the Perceived Level of Preparedness of Prospective Teachers Toward Working with Parents," and,
- (2) Questionnaire for the Parents: "A Survey of Parental Perceptions Toward Teacher-Interns Competencies for Working with Parents in a University Laboratory School."

It was hypothesized that the training experiences would have some impact upon the interns in three main areas:

- (1) Attitudes toward parent involvement issues;
- (2) Skills in human relations and leadership skills for working with parents; and,
- (3) Understanding and knowledge of parent-related educational areas.

It was further hypothesized that the parents involved in the study would be able to observe the differences in attitudes and behavior of the interns that occurred as a result of their participation in the training program. The research question for the study was: Is a program that

is designed to expand teacher-interns' attitudes, knowledge, and skills for increasing parent involvement in education an important supplement to teacher training programs? The null hypothesis presumed that there would be no differences between experimental and control groups on either the pre-test or post-test opinions and attitudes expressed on the questionnaire and that there would be no significant change from the pre-test to the post-test for either group.

Separate sections were designed in the questionnaires to test each area of focus so that six measures were obtained from the interns' questionnaire and three measures were obtained from the parents' questionnaire. These nine areas of focus are listed below:

Teacher-Interns' Measures

- (1) Teacher-interns' attitudes toward a set of parent involvement related assumptions;
- (2) Teacher-interns attitudes toward 17 selected parent involvement roles in education;
- (3) Teacher-interns' self-assessments of their human relations and leadership skills for working with parents;
- (4) Teacher-interns' self-assessments of knowledge of selected parent involvement related areas;
- (5) Teacher-interns' attitudes toward the need for training to work with parents;
- (6) Teacher-interns' attitudes toward the essentiality of working with parents as a measure of success in teaching young children;



### Parent Measures

- (7) Parents' assessments of teacher-interns' communication skills for working with parents;
- (8) Parents' assessments of teacher-interns' awareness of the parental role in education; and,
- (9) Parents' attitude toward the teacher-interns' work with parents as an absolute necessity for the interns' success in teaching young children.

The results of the statistical analysis indicate that the training process was somewhat effective in improving teacher-interns' attitudes, knowledge and skills for increasing parent involvement, but not to a significant degree. Further, analyses carried out on the degree to which the teacher-interns would initiate, support, permit or discourage seventeen selected parent involvement roles suggested a training effect. Teacher-interns in the experimental group were more likely to respond positively to questions on "parents evaluating school programs," "parent decision-making in the hiring and firing of school personnel," and "parental decision-making in teacher-child placements" than were teachers in the control group at the end of the session. Thus, it appears that this area may have been affected more by training than the others. Based on this finding, it is concluded that educational experiences designed to expand teacher-interns' attitudes, knowledge and skills toward increasing parent involvement may have been effective in enhancing teacher-interns' degree



of commitment towards a broad spectrum of parent involvement roles.

Scoring patterns received particular attention since the frequency of upward shifts in scores for the experimental group of interns was greater than those of the control group of interns. The positive trend in the experimental scores reinforces the conclusion that the training process may be beneficial.

In addition to statistical analyses, written comments of the experimental group of teacher-interns and anecdotal records of the interactions with parents were summarized. The following indicators of supportive attitudes towards parent involvement by teacher-interns were identified in these summaries:

- (1) A readiness for ongoing examination of personal values and perceptions of parents and a willingness to continually assess any such values that might inhibit effective communications;
- (2) An awareness of the limitations of classroom teaching when it does not utilize parental input as a complementary factor in the educational process;
- (3) A critical attitude toward an institutionally centered educational approach as opposed to a family-centered perspective; and,

(4) A willingness to work with parents.

The interpretation of the subjective data has led to the conclusion that the teacher-interns' interactions with parents during the training period revealed evidence of the desired attitudinal changes. This conclusion immediately raises the question regarding the post hoc character of these observations, in that the degree to which these particular attitudes were evident at the beginning of the training process is unknown. However, it must be noted that the attitudes in question were not intended to be measured by the questionnaire.

#### Methodical Problems and Suggestions for Further Research

Problems related to the design of the evaluation:

(1) The initial limitations particularly with respect to teacher-interns and parent population (see Chapter III) may have precluded adequate measurement of the training impact.

Recommendation #1: Replication of the study should include (a) randomized selection of participants in both groups--teacher-interns and parents; (b) the number of teacher-interns in both groups to be greater than ten; (c) selection of a parent population that is more representative of the total parent population of preschool children's parents; and, (d) teacher-interns selected from a population in which the

teacher preparation program to which they are assigned is only minimally oriented toward a philosophy of parent involvement.

(2) The teacher-interns' and parent questionnaires did not require information that would permit identification of the same individual on the pre-test and post-test. As a consequence, the more sensitive t-test for matched pairs could not be performed on the pre-test/post-test data. Instead a t-test for unrelated means was used to analyze differences between scores on the pre-test and post-test.

Recommendation #2: Replication of the study ought to include information that would permit comparisons of pre-test/post-test data from the same individuals.

(3) Limited evidence for a training effect may have been due to lack of sensitivity in the questionnaire items.

Recommendation #3: Replication of the study ought to include further delineation of criteria for judging the teacher-interns' skills, knowledge and attitudes for increasing parent involvement.

#### Problems Related to the Training Process

(4) The training curriculum was designed without the teacher-interns' prior participation into its planning. Although a negative teacher reaction was not overtly observed, it is presumed that the teacher-interns would have

profited more as learners had they been involved more in decision-making about the training content, particularly regarding their individual training needs. Furthermore, the curriculum content could have incorporated more of the teacher-interns' initial attitudes and experiences into it. This notion is particularly important since the summary of the interns' subjective data concerning attitudes and experiences with parents points to a reserve of material that could have been utilized in training.

Recommendation #4: Replication of the evaluation ought to include greater participation from the teacher-intern group in planning the curriculum in order for the set of training experiences to be adapted to reflect the interns' initial experiences and needs.

(5) Lack of sufficient time for conducting the training sessions was one of the more blatant weaknesses of the study. Indeed skill development requires practice time. In this case, the one hour period did not allow enough time for such activities as role playing and the review and assessment of actual interactions with parents. As a consequence, the training opportunities were curtailed. Perhaps the two areas that appeared to be the weakest as evidenced by the interns' self assessments suffered from the short training period. The two areas were (1) the development of communication skills with parents and (2) principles for translating child development

information to parents.

Recommendation #5: For replication of the study, the duration of the training sessions ought to be lengthened to at least two hours per session.

(6) Parents played only a minimal role in the study by participating as respondents to the questionnaire. Clearly, the parent data obtained from the questionnaire was crucial for evaluating the potency of the training experiences. However, the teacher-interns did not directly benefit from the information since the parents' participation was not disclosed to them. Although the literature as well as the folklore on parent perceptions of parent involvement is illuminating, those resources do not fully answer questions about the unique perceptions and values of the parent group with whom the teacher-interns are involved. A meritable goal would have been the addition of a body of knowledge about the attitudes of the parent group participating in the study. Some of the knowledge areas to be presented to the interns could have been parents' perceptions of (a) parent involvement issues; (b) child development issues; (c) child rearing; (d) various educational approaches; and, (e) the goals and objectives of the teacher-interns' training program in parent involvement. A suggested format for which the expanded parent data could be obtained might be participation



of parents in a seminar with the interns. Such information would be helpful also for assessing the interns' parent involvement capabilities.

Recommendation #6: Replication of the study ought to consider the parent group as a training resource for the purpose of understanding the unique attitudes and values of that set of parents towards a variety of parent involvement and child related issues. One suggested format for obtaining the parent data would be a dialogue between teacher-interns and parents in orientation sessions.

### Conclusions

Based on the statistical analysis, the scoring trends and the interpretation of the subjective data, the conclusion of the study is that the training process was somewhat successful in influencing teacher-interns' positive attitudes towards parent involvement (Questionnaire Sections II and III) but fell short of helping the interns achieve significant gains in acquiring the knowledge and requisite skills for working with parents. Nevertheless, the training effect on the teacher-interns' attitudes is viewed as a first step in improving parent-teacher relations. Therefore the response to the research question posed at the outset of the evaluation is weighted towards an affirmative response.

In personal terms, since conducting the training sessions for the teacher group, I am more convinced than ever of the need for learning experiences to be provided to prospective teachers whereby they might gain the necessary assurance and self-confidence for interacting effectively with parents. Participation in the training process was designed to allow the teacher-interns to monitor their interactions with parents and to learn new interactive modes in a supportive group environment. Although the objective questionnaire data obtained limited evidence that the training process was only somewhat effective, the attitudinal changes that I observed in the teacher-interns, a shift from ostensible diffidence in confronting parent-related problems to increased confidence, has continued to reinforce my belief that the hypothesis set down in this study is a worthy and viable pursuit.

The training model designed for this study represents one effort to meld teachers and parents together. As the parent involvement concept becomes more entrenched into public policy, the need becomes more critical for teacher training institutions to prepare teachers to actively support parent-teacher partnerships. Certainly the implementation of this model is a desirable outcome of the study, but not without caution. Mere implementation of the

training experiences and the evaluation would be the least profitable venture in comparison to the implementation of the process with the suggested modifications. Therefore, replication of the study should be undertaken with two considerations:

- (1) The elimination of the initial methodological limitations that would continue to impede evaluation; and,
- (2) The strengthening of weak content and training areas that were identified (see previous section) after completion of the study.

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## APPENDICES

## APPENDIX A

A SURVEY OF ATTITUDES, PERCEPTIONS, AND THE  
PERCEIVED LEVEL OF PREPAREDNESS OF  
PROSPECTIVE TEACHERS TOWARD  
WORKING WITH PARENTS

This survey is an attempt to assess the attitudes, perceptions and the perceived level of preparedness of prospective teachers toward working with parents. The information we obtain from your responses will serve as guidelines for determining the need for offering specific training in the area of parental involvement in education.

It is not necessary for you to indicate your name anywhere on the questionnaire. Therefore, we encourage you to give candid responses. Also, please remember there are no right or wrong answers.

Thank you

## SECTION I - General Informational Questions

Please circle the letter number beside your response to each question.

- |   |  |
|---|--|
| <p>1. Have you had previous working experience in an early childhood program?</p> <p>a. yes<br/>b. no</p> <p>2. If you answered "yes" in no. 1, then in what capacity did you work?</p> <p>a. teacher<br/>b. assistant teacher</p> <p>3. If you answered "yes" in no. 1, then please circle the following occasions in which you were brought in contact with parents:</p> <p>a. parent meetings<br/>b. parents leaving off and picking up their children<br/>c. parent-teacher conferences<br/>d. home visits<br/>e. none</p> <p>4. Are you presently involved in an internship in an early childhood program?</p> <p>a. yes<br/>b. no</p> <p>5. If you answered "yes" in no. 4, then please circle the following occasions in which you are presently coming in contact with parents:</p> <p>a. parent meetings<br/>b. parents leaving off and picking up their children<br/>c. parent-teacher conferences<br/>d. home-visits<br/>e. none</p> | <p>6. Are you a parent?</p> <p>a. yes<br/>b. no</p> <p>7. Student classification?</p> <p>a. freshman<br/>b. sophomore<br/>c. junior<br/>d. senior<br/>e. graduate student</p> <p>8. Age?</p> <p>a. under 20<br/>b. 20-25<br/>c. 26-35<br/>d. over 35</p> |
|---|--|

## SECTION II

This section is comprised of a number of assumptions expressed in the literature related to parental involvement in education. We would like your honest opinion on each of these statements. Read each item carefully and underline the phrase that best expresses your feeling about the statement.

1. "The child's education in the family may well be a greater influence on his/her intelligence and academic development than the child's education in the school."

Strongly agree<sup>1</sup>      Agree<sup>2</sup>      Undecided<sup>3</sup>      Disagree<sup>4</sup>  
Strongly disagree<sup>5</sup>

2. "Schools do not change the child's level of functioning established and maintained by the family and the community."

Strongly agree<sup>1</sup>      Agree<sup>2</sup>      Undecided<sup>3</sup>      Disagree<sup>4</sup>  
Strongly disagree<sup>5</sup>

3. "Parent involvement in the educational process is a necessity, not just a supplement to that which occurs within the school."

Strongly agree<sup>1</sup>      Agree<sup>2</sup>      Undecided<sup>3</sup>      Disagree<sup>4</sup>  
Strongly disagree<sup>5</sup>

4. Educators are demanding too much of teachers to go beyond their regular classroom duties and assume the responsibility for activating and involving parents.

Strongly agree<sup>1</sup>      Agree<sup>2</sup>      Undecided<sup>3</sup>      Disagree<sup>4</sup>  
Strongly disagree<sup>5</sup>

## SECTION III

This section is designed to evaluate your attitudes toward various parent roles in education. What aspects of parental involvement in the following checklist would you initiate? support? permit? discourage?

	Initiate (1)	Support (2)	Permit (3)	Discourage (4)	No opinion (5)
1. Parents advocating for the rights of their children					
2. Parental support and encouraging the child at home					
3. Parental reinforcement of the classroom learning experiences at home, when possible.					
4. Parents providing a conducive learning environment for the child					
5. Parents tutoring their own children					
6. Parents evaluating school programs					
7. Parental decisionmaking in curriculum development					
8. Parental decisionmaking in hiring and firing of school personnel					
9. Parental decisionmaking in the evaluation of teachers' competence					
10. Parental decisionmaking in the school financing					
11. Parental decisionmaking in teacher-child placements					
12. Parental decisionmaking in school practices( i.e. discipline, safety, reporting, food services, etc.)					
13. Parents volunteering instructional support					
14. Parents volunteering technological support					



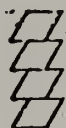
## SECTION III - continued

	Initiate (1)	Support (2)	Permit (3)	Discourage (4)	No opinion (5)
15. Parents volunteering clerical support					
16. Parents volunteering monitorial support					
17. Parents volunteering housekeeping support					

## SECTION IV

The items in this section of the questionnaire relate to your assessment of the degree of preparedness in working with parents. Place a check in the box of the response that most accurately describes your perceptions.

1. To what extent do you perceive working with parents to be absolutely necessary to your success in teaching young children?



to a great extent  
to a considerable extent  
to a limited extent  
not at all

2. How do you presently assess your human relations and leadership skills for working with parents?

	1 excellent	2 very good	3 good	4 fair	5 poor
a. translating child development principles into practical knowledge for parents					
b. sharing your evaluation of the child to the parents					
c. listening skills					

## SECTION IV - continued

	Excellent	Very good	Good	Fair	Poor
d. communicating effectively with parents of diversified interests, attitudes and socio-economic backgrounds					
e. cooperative goal setting with parent for the child					
f. conducting parent conferences					
g. conducting home visits					

3. How do you assess your knowledge of the following parent-related areas:

	Considerable	Sufficient	Limited	None
a. awareness of the impact of family variables (i.e. parent-child relationships; parental attitudes and behaviors; socio-economic background; child rearing styles) in the development of the child.				
b. understanding of the learning experiences that occur directly and indirectly in the home.				
c. understanding the potential in the parent-teacher partnership for improving the child's educational achievement.				
d. awareness of the problems, needs and issues involved in the implementation of parent participation such as 1) the federal and state mandates to involve parents in educational structures and 2) the resistance to parental decisionmaking by school systems, teachers' organizations, etc.				

## SECTION IV - continued

	1 considerable	2 sufficient	3 limited	4 none
e. understanding of the human relations skills necessary for working with parents.				
f. understanding of the kinds of information parents need from teachers in order to create a viable learning environment in the home.				
g. understanding of the kinds of information and participation that teachers need from parents that can enhance classroom experiences.				

4. To what extent do you feel that you need training in working with parents?

- ☐ to a great extent  
☐ to a considerable extent  
☐ to a limited extent  
☐ not at all

## APPENDIX B

A SURVEY OF PARENTAL PERCEPTIONS TOWARDS TEACHER-  
INTERNS' COMPETENCIES FOR WORKING WITH  
PARENTS IN A UNIVERSITY LABORATORY  
SCHOOL

## SECTION I - General Informational Questions

Please circle the letter number beside your response to each question.

1. Your child's age.
  - a. two years old
  - b. three years old
  - c. four years old
  - d. five years old
2. The other children living at home.
  - a. older brother(s)
  - b. older sister(s)
  - c. younger brother(s)
  - d. younger sister(s)
  - e. none
3. Length of time your child has been in the laboratory school.
  - a. since September 1975
  - b. since January 1975
  - c. since September 1974
  - d. longer than the above
4. Length of time you have known the student, who is working with your child, as an intern.
  - a. since September 1975
  - b. before September 1975
5. Your experience as a parent in working with teachers.
 

Is this your first parent-teacher relationship?

  - a. yes
  - b. no

6. Please place a check X in the box of the response that indicates the number of your contacts with the teacher intern this year.

	No. of contacts with t. intern										
	0	1	2	3	4	5	6	7	8	9	more
a. formal parent-teacher conferences											
b. home visits from teacher intern											
c. contact was with teacher intern at school meetings											

(please turn page)

- d. informal discussions with teacher intern about your child as you leave him/her off or pick him/her up.

☐ daily  
☐ occasionally  
☐ none

## SECTION II

In this section of the questionnaire you are asked to rate the teacher intern's skills for working with parents. Please place a check X in the box of the response that most accurately reflects your rating of the student.

	1 excellent	2 very good	3 good	4 fair	5 poor
1. Communication Skills					
a. The teacher intern communicates his/her knowledge of children's learning and growth in such a way that I can understand it and use it in dealing with my child.					
b. The teacher intern helps me to understand how my child is progressing in school.					
c. The teacher intern listens to me and makes me feel that what I am saying is important to him/her.					
d. The teacher intern speaks to me in a respectful manner.					
e. The teacher intern speaks to me in a respectful manner in spite of the difference of opinions that we may have.					
f. The teacher intern speaks to me in a respectful manner in spite of the difference in our educational, or social or ethnic backgrounds.					
g. The teacher intern gives me an opportunity to work with him/her in setting goals for my child.					
h. The teacher intern makes me feel comfortable in our parent-teacher conferences.					
i. The teacher intern makes me feel comfortable when (s)he visits my home.					



## 2. Awareness of Parental Role in Education

	to a considerable extent	to a sufficient extent	to a limited extent	not at all
	1	2	3	4
a. To what extent does the teacher intern appear to appreciate that your contribution of just being a parent is very important to your child's education?				
b. To what extent does the teacher intern appear to appreciate the many things that your child learns at home?				
c. To what extent does the teacher appear to be aware of the value of your partnership with him/her?				
d. To what extent do you believe that the teacher intern has the necessary human relation skills for working with parents.				
e. To what extent do you believe that the teacher intern values the information that you can give him/her for creating better classroom experiences?				
f. To what extent do you believe that the teacher intern understands the information you need to have for making your home a learning place for your child?				

## SECTION III

To what extent do you believe that working with parents is absolutely necessary for the intern's success in teaching young children?



to a great extent  
to a considerable extent  
to a limited extent  
not at all

## APPENDIX C

September 21, 1975

Dear

As a teacher educator, I feel that training for prospective teachers in the area of parent involvement in education should be an essential component of a teacher preparation program. For the most part, teacher training institutions have not yet fully emphasized in their curricula the notion of partnership building between the teacher and the parent. Because of this recognized training gap, I have been working under the direction of Dr. Irene Alschuler, of the Human Development Center, University of Massachusetts, in developing a course that is designed to provide teacher-interns with the necessary knowledge and experiences for working with parents.

The course, which is titled "Building the Teacher-Parent Partnership", is being offered this semester for the teacher-interns in the Human Development Center. An important aspect of the course is the interns' pre- and post-self assessment of their changing attitudes towards parental involvement and of their perceived level of competency in partnership building. I feel that the training in this area would be more valuable if the parents of the children in the Center's laboratory school could also assess the interns' growth and development in working with parents. For this reason, I am asking you to participate in this training effort by completing the enclosed questionnaire. At the end of the course, I would like to call upon you again to perform a final evaluation.

Your participation in the program will be anonymous, so that you can feel free to give candid responses. However, a word of caution is necessary. Because of the experimental nature of the study and the need to prevent the effects of parental influence upon a student's changing attitudes and perceptions, we would appreciate your silence to the interns regarding your participation until after the final evaluation.

Thank you for your cooperation. At the end of the program you will be sent a summary of the findings.

I have included a self-addressed envelope for returning the questionnaire to me. If you have any questions that you would like to discuss, please feel free to contact me at the address below:

Pattie L. Harris  
Dept. of Education and Social Services  
Rhode Island Junior College  
Warwick, Rhode Island 02886  
Telephone (401) 825-1000 ext 2271.

Sincerely yours,

A handwritten signature in cursive script that reads "Pattie L. Harris". The signature is written in dark ink and is positioned above the typed name.

Pattie L. Harris

APPENDIX D

ASSESSMENT OF PARENT CONTACTS

Week of \_\_\_\_\_

No. of Contacts	Type of Contacts <sup>1</sup>	Content of Discussions	Personal Concerns Relating to contact <sup>2</sup>	Assess. of Effectiveness Excel. Good Fair Poor

Monday

Tuesday

Wednesday

Thursday

Friday

<sup>1</sup> Informal conversation;  
formal conference; home visit

<sup>2</sup> Parents' attitude or behavior; personal  
attitude or behavior; lack of knowledge

APPENDIX E<sup>1</sup>HISTORICAL BACKGROUND OF PARENT INVOLVEMENT IN  
EDUCATION (Lecture Outline)

- I. Introduction
  - A. "A Fable of Parent Involvement and Parent Uninvolvement", by Daniel Sáfran
  - B. The central question underlying the background of parent involvement is "who ultimately should control education"?
  - C. The overall historical view of parent involvement may be measured in terms of a continuum ranging from minimum to maximum parental responsibility.
  - D. The historical background of parent involvement can be understood by tracing the development of its two branches, 1) citizen participation in education and 2) the linking of the home and school together predicated upon the recognition of the family's influence upon the child's educational development.
- II. The Period of Maximum Parental Responsibility in the Schools (Colonial Years)
  - A. The American tradition of "the schools belong to the people" began with the Puritan's dissent against the English centralized educational system.
  - B. The General Court of Massachusetts passed a law in 1642 requiring local units to establish and maintain their own schools, thereby opening the policy making system to citizens.
  - C. The colonial family's dependency upon the school system was minimal since the family itself functioned as a viable educational unit.
- III. Period of Decline in Parental Responsibility in Education: Trends toward More Centralized Control - (Pre-Civil War Years)
  - A. Decline of sectarian homogeneity gave way to 1) educational programs operated by local school societies, local ecclesiastical societies and charity groups; and 2) parents relinquishing their individual responsibility into the hands of experts.



B. Town meeting approach of the Colonial Period became unmanageable.

- 1) Town selectmen and ministers appointed to inspect schools and hire teachers;
- 2) Participation limited to election of representatives;
- 3) More control given to district school committees

#### IV. Reform Years (Post Civil War Period)

A. Educators and citizens were concerned about the corroding effect of industrialization upon the family's nurturing capabilities.

B. Educational philosophies of this period stressed the school's responsibility to attend to the social and emotional problems of children, a area traditionally belonging to the family.

C. National organizations that promoted parent education were established.

- 1) Child Study Association of America (1888)
- 2) National Congress of Parents and Teachers (1924)

D. Experimentation in linking parents and the schools occurred.

- 1) Parent cooperative nursery schools
- 2) Childcare centers housed by public schools during the depression and World War II

E. White House Conferences on Children emphasized the place of the family in the child's educational development.

#### V. Rise of Professionalism in Education (Post World War II)

A. Professional experts, and educational careerists dominate educational policy debates.

B. Schools, colleges and departments of education in major universities advance the notion that instruction and administration was the domain of the professional educator.

- C. Immigrant communities' deference towards the school was perceived by the professionals as justification for their domination in policy making.

## VI. Counter Efforts to Professionalism by Involving Lay Persons in Education

- A. Tax payers broadened their participation in education through mobilization around board elections and tax or bond referenda.
- B. The National Citizens Commission for Public Schools were established in 1949.

## VII. Impact of Sputnik on Parent Involvement

In an effort to improve American schools in order to compete in the race to the moon, it was found that the more successful schools were those which had higher parent involvement.

## VIII. Impact of Project on Parent Involvement

Conceived by Civil Rights legislation, Project Head Start implemented the mandate for "maximum feasible participation of the community" by first recognizing the parent as the prime educator of the child and secondly by instituting parent/community councils to share the governing responsibility with the operating agency.

## IX. Establishment of Other Educational Programs which Incorporates Parent Involvement as an Essential Component

- A. Follow Through Program
- B. Title I, ESEA
- C. Various smaller experimental early childhood programs

## X. Decentralization Efforts in Education

- A. The major purpose of the decentralization efforts is to dismantle unresponsive, authoritarian structures and replace them with more responsive models by implementing participatory democracy in the local communities.

B. Examples of decentralization efforts:

- 1) Oceanhill-Brownsville in Brooklyn, New York
- 2) I.S. 201 in New York City

XI. Present Trends in Parent Involvement

- A. Greater experimentation in the parent-school partnership is occurring.
- B. National citizen groups promoting parent/community involvement are increasing.

XII. Summary

APPENDIX E<sup>2</sup>IDENTIFYING PERSONAL ATTITUDES AND VALUES TOWARDS  
PARENTS AND THEIR INVOLVEMENT IN EDUCATION

Purpose: To help teacher-interns examine their personal values and perceptions of parents to the end that the exercise will stimulate continual assessment of any such values and perceptions that might inhibit effective communication and partnership building.

Format: Training activity and discussion.

Activity: #1 (for discussion): Participants complete the unfinished sentences listed below. On the first time, the sentences should be completed as though writing from the teacher's point of view. The exercise is to be completed with the replacement of "parent(s)" for "teacher(s)" and written from the parents' point of view.

Sentences to be Completed\*

- a. In the mornings, when parents bring their children to school, I like to . . . . .
- b. Last night while attending the parent meetings, I thought if I had a million dollars I would. . . . .
- c. In my conference with Mrs. Jones, I secretly wished. . .
- d. Many parents don't agree with me about. . . .
- e. The happiest home visit was. . . .
- f. Parents seem to want only to . . . .
- g. My unhappiest home visit was . . . .

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\* Adapted from Values Clarification: A Handbook of Practical Strategies for Teachers and Students by Sid Simon, Leland W. Howe and Howard Kirschenbaum, (New York: Hart Publishing Co., 1972), pp. 241-46.

- h. With parents I am best at. . . .
- i. Parents can hurt my feelings most by. . . .
- j. I think parents are frightened most by. . . .
- k. I have difficulty dealing with parents who are. . . .
- l. In working with parents, I need to improve most in. . . .
- m. With parents, I am most concerned about. . . .
- n. The subject I would be most reluctant to discuss with parents is. . . .
- o. In a parent conference it makes me uncomfortable when. . . .
- p. I was deeply misunderstood by a parent when. . . .

Activity #2: (for discussion): How do you wish to be perceived by parents? How do you wish to be perceived by the children with whom you work? Imagine you met a parent of a youngster you taught five years ago who said, "you're the greatest teacher my child ever had." What did the parent say about you? What would the parent of a bright child have said? What would the parent of an average child have said? What would the parent of a slow child have said?



APPENDIX E<sup>3</sup>

## CURRENT ISSUES IN PARENT INVOLVEMENT

**Purpose:** To review the issues related to the effort of involving parents in their children's education; to increase awareness of the problems involved in the home-school relations and parent-teacher relations; to encourage a readiness for on-going examination of personal values and perceptions of parents and seek to continually assess any such values that might inhibit effective communications.

**Format:** Role playing.

**Activity:** Role playing of an ad hoc school committee charged with the responsibility to make recommendations to the school board related to parent involvement.

**Roles:** Principal; two teachers; teacher who is the teacher union representative; teacher who is the curriculum coordinator; community representative; four parents.

**Background:** The ad hoc committee members have recently attended a parent involvement conference. Many notable educators debated the various aspects of the parents' role in the school.

The members of the committee heard presentation, often opposing points of view, that will guide them in making recommendations to the school as to the rights and responsibilities of the parent/community council for the new, experimental school scheduled to open Fall, 1976.

**Tasks:** The committee must come to a consensus with respect to the time of decision-making role that the parent/community council should assume in the following functions:

1. safety policies
2. food services (menu planning)
3. discipline policies
4. curriculum development
5. educational approaches (i.e., open classroom, traditional)

6. school financing
7. evaluation of teachers
8. hiring and firing of teachers
9. program evaluation

The committee will select one of the following levels of decision-making roles to be assigned to each of the school functions mentioned above.

#### Levels of Decision-Making Roles

- I. The school will share the decision-making function with the parent/community council on an equal basis.
- II. The school will accept the parent/community council's advice.
- III. The school will allow the parent/community council to discuss the issue, but their advice is not invited.

The final decision is to be written into a recommendation to the local school board.

## BACKGROUND MATERIAL FOR THE ROLE PLAYING ACTIVITIES

Excerpts of statements made  
by speakers at the Parent Involvement Conference attended by members  
of the ad hoc committee.

### 1. A Headmaster from London's Headmasters' Association

"I daren't set up a PTA, parents already come to the school in floods with their complaints. They're an absolute menace."<sup>1</sup>

### 2. Ann Bailey, Former Chairperson, Title I Parent Advisory Council, Springfield, Massachusetts

"Congratulations. You have won! It had been a long, hard battle, but the time has come for me to concede.

You have a full staff of school department personnel paid to agree in public, no matter what their private opinions might be. We have volunteers where division and hostility has been encouraged, because you know that as long as the PAC is struggling, you can continue to make decisions for our children with no interference.

You won because your programs are established and because parents have no training to monitor and evaluate these programs. You know that parents believe that the school department does what is best for the children, even though test scores and evaluations prove the programs are not working.

You won because you took advantage of the fact that most parents don't believe that they can make sound educational decision.

You won because your respect for parents and their children impedes parental involvement every day, in every way possible.

You won because you convinced the public that if children weren't learning, it was their fault. You convinced the public in spite of the fact that the Title I Director has proved that in some districts Title I children gain two months for every month spent in the program, while children in our district get further and further behind each month."<sup>2</sup>

### 3. George Gallup.

"Much discussion in educational circles has centered about teacher and school accountability. In the survey this year (1971) for the first time, the matter of parent accountability was explored--with results so significant that a change in focus of the present debate is indicated.

The question that was designed to gather the views of the public on this matter of parent accountability as opposed to teacher, school, and pupil accountability, was stated as follows:

'When some children do poorly in school, some people place the blame on the children, some on the children's home life, some on the school, and some on the teachers. Of course, all of these things share the blame, but where would you place the chief blame?'

The answer given by the greatest percentage of those interviewed: the children's home life. In fact, more than half of the adults interviewed (54%), give this answer. Only 14 % name children, 8% teachers, and 6% the schools.

It is significant that parents with children now in the public schools name the child's home life as the chief cause of a student's failure in school; they do not, as might be expected, shift the responsibility to the teachers or to the school or to the children." <sup>3</sup>

4. Ira J. Gordon, Director and Graduate Research Professor  
Institute for Development of Human Resources, University  
of Florida, Gainesville.

"I see the principal as the key agent in the effective implementation of family-oriented and family-responsive early childhood education. He faces several major tasks in carrying this off. First, he will be working with parents who possess various degrees of sophistication in education and assume that by its creation it possesses all the skills necessary to act. This is as bad as building a campus, labelling it a university, and assuming therefore that it is. Parents need considerable help in learning the language in order to deal with budgets, to understand the laws, to negotiate with the system." <sup>4</sup>

5. Ellen Lurie, Author.

"If parents are fed up with the conference process, they should pressure for changes, but first they might ask, 'Shouldn't a school be able to educate the kids even if it does not get parent cooperation?'

My friend Evelina Antonetty often tells parents: 'What happens to orphans? They learn, don't they?' If the school system believes that the child cannot learn unless his parent behaves 'properly,' mere procedural changes will not improve parent-teacher conferences. If school officials set up these sessions so they can bulldoze the parents, lecture the parents, remake the parents, and blame the parents



when the school fails to reach or teach the children, then most parents will, quite sensibly, continue to avoid them."<sup>5</sup>

6. Margaret Mead, Curator Emeritus, American Museum of Natural History.

"Throughout history whenever there have been periods of change, people usually start with the family. . . . They have always sensed in the end that the family is the key point. . . . Every society in the end has had to go back to the family because it is the key to the development of the kind of citizen who can support any system, and particularly our own."<sup>6</sup>

7. Senator Walter Mondale, U.S. Senator.

"I have worked on practically all the human problems--the hunger route, the Indian route, the migratory labor route, the quality of education route, and the housing route; all of them--and increasingly reached a conclusion that is not very profound. It all begins with the family, that is the key institution in American life."<sup>7</sup>

8. Leonard A. Popp, The Ontario Institute for Studies in Education.

"What is it that parents want? With rising educational expectations and decreasing financial support, education has become one of the prominent social issues. Parents increasingly want a measure of direct involvement in the resolution of educational problems. They do not want the formalistic PTA approach any more than educators do; they want the substance, not the form, of involvement. The ultimate responsibility for the education of the child rests, after all, with the parent, not with the state."<sup>8</sup>

9. Richard Saxe, Associate Dean of the College of Education, University of Toledo, Ohio.

"Educators generally view citizen participation with a mixture of resentment and apprehension."<sup>9</sup>

10. Harvey Scribner, Professor of Education, University of Massachusetts, Amherst. Chancellor of New York Public Schools from 1970-1973.

"Performance systems for preparing and licensing teachers must heed the likelihood that parents will move increasingly



into school decision-making. In New York City parents elect community school boards, they have a specific role in the employment of school principals, they have the right by policy to be consulted in the hiring of community school superintendents, they have one small foot in the tenure decisions door and they have an established channel for appealing grievances against local decisions to the highest level of the city school system."<sup>10</sup>

11. Earl Shaefer, Professor of Maternal and Child Health, University of North Carolina, Chapel Hill.

"The amount of parental involvement in the child's education may explain up to four times as much of the variance in the child's intelligence and achievement test scores at age eleven as the quality of the schools.

. . . The family is the most important educational institution."<sup>11</sup>

12. Albert Shanker, President, American Federation of Teachers.

"Parents have no interest in evaluating teachers, they just want to be able to lodge complaints."

13. Marian S. Stearns, Stanford Research Institute, Menlo Park, California.

"Evidence of the success or failure of parent involvement in bringing about improved school performance in children is extremely limited. For parents as employees and parents as decision-makers, no direct evidence was found to confirm or reject the basic hypotheses about impacts on children although there is evidence of benefits to participating adults."

14. Leonard P. Strickman, Associate Professor at Boston College Law School.

"Lest I be accused of new heights of political naivete, let me acknowledge that teachers unions are likely to be vitally important obstacles to achieving this order of 'parent control.' In the absence of some new understanding between parents and teachers on which a common philosophy of school governance can be based, any effective transferral of power presently held centrally to constituent parent groups will be impossible."

15. Preston Wilcox, President, Afram Associates.

"Teachers employed within this approach (Afram Model-Follow Through) must accept the principle of accountability and community control inherent in the model. They become accountable to the parent community, not just to the school system.

Parents/families have a natural non-negotiable right/responsibility to guide/protect the right of their children to be perceived as being human/educable, as members of a family and as members of a community and to be involved in shaping the content/policy of their (children's) educational programs. The failure of school systems to effectively provide educational justice to Black/Spanish-speaking/Indian poor white children shifts the exercise of parental decision-making from a right/responsibility to an absolute necessity."

## References

<sup>1</sup>Quoted in "Opinions of Educators About Community Relations" by Richard W. Saxe. Reviewed by Christopher Leonesio in "Educators View Citizen Participation," Citizen Action in Education 2 (Winter, 1975): 11.

<sup>2</sup>Ann Bailey, "Anguished Title I Parent Responds," Citizen Action in Education 2 (Winter, 1975): 13.

<sup>3</sup>George Gallup, "Third Annual Survey of the Public's Attitude Toward the Public Schools, 1971," Phi Delta Kappan (September, 1971): 38.

<sup>4</sup>Ira J. Gordan, "Parent Involvement in Early Childhood Education" National Elementary Principal 61 (September, 1971): 30.

<sup>5</sup>Ellen Lurie, How to Change the Schools, (New York: Random House, 1970).

<sup>6</sup>Margaret Mead, statement before the U.S. Senate Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, in American Families: Trends and Pressures, 1973 (Washington, D.C. Government Printing Office, September 24, 25 and 26, 1973): 123.

<sup>7</sup>Walter Mondale, statement before the U.S. Senate Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, in American Families: Trends and Pressures, 1973 (Washington, D.C. Government Printing Office, September 24, 25, and 26, 1973): 123.

<sup>8</sup>Leonard A. Popp, "PTA: Pathetically Trivial Alliance or Potential Teaching Assistants," Journal of Research and Development in Education 7 (Fall, 1973): 75.

<sup>9</sup>Richard W. Saxe, quoted by Christopher Leonesio in "Educators View Citizens Participation," Citizen Action in Education 2 (Winter, 1975): 11.

<sup>10</sup>Harvey B. Scribner and Leonard B. Stevens, "The Politics of Teacher Competence," Phi Delta Kappan (September, 1974): 52.

<sup>11</sup>Earl S. Shaefer, "Toward a Revolution in Education: A Perspective from Child Development Research," The National Elementary Principal 1 (September, 1971): 19, 21.

<sup>12</sup>Albert Shanker, quoted by the Institute for Responsive Education in "Albert Shanker: Teachers and Unions," Citizen Action in Education 1 (Winter, 1974):8.

<sup>13</sup>Marion S. Stearns, et al. Parent Involvement in Compensatory Education Programs (Menlo Park, California: Stanford Research Institute, 1973): v.

<sup>14</sup>Leonard Strickman, "Community Control: Some Constitutional and Political Reservations," Inequality in Education 15 (November, 1973): 38.

<sup>15</sup>Afram Associates, Inc., "Parent Implementation in Follow Through: An Introductory Kit," July 1, 1972, pp. 2, 1.

APPENDIX E<sup>4</sup>

## THE SOCIALIZING ROLE OF PARENTS

**Purpose:** To enhance an awareness of the importance of family variables (i.e., parent-child relationships; parental attitudes and behavior; socio-economic background; child rearing styles) in the development of the child; to foster an understanding of the learning experiences that occur directly and indirectly in the home; and to facilitate the development of the following attitudes.

**Training Goals:** To develop an awareness of the pre-eminent influence of the home in the child's development; and to develop a critical attitude of institutionally centered educational approach as opposed to a family-centered perspective.

**Scope of Topic Area:** The effect of parental attitudes and behavior on the child's development; and the teaching role of parents and its impact upon achievement.

**Format:** Lecturette and discussion.



APPENDIX E<sup>5</sup>THE INFLUENCE OF FAMILY VARIABLES UPON THE  
CHILD'S DEVELOPMENT

Purpose: To provide information and knowledge that would bring about an awareness of the importance of family variables (i.e., parent-child relationships, parental attitudes and behavior, socioeconomic background, and child rearing styles) in the development of the child; and to foster an understanding of the learning experiences that occur directly and indirectly in the home.

Format: Film viewing and discussion.

Activity #1: Viewing and discussion of films of children in their homes and in their school.

Topic areas for discussion:

- 1) The relationship of each family's child rearing styles to the child's exhibited behaviors.
- 2) The parents' expectations of the child.
- 3) The parents' expectations of the school.
- 4) The teacher's expectations of the child.
- 5) The teacher's expectations of the parent.

Activity #2: Define your personal objectives for working with the child as perceived with a family-centered context.

- A. What are your goals and objectives related to your attitudes and perceptions of the child's needs and capabilities as you understand the influence of the family upon his/her total development?
- B. What are your goals and objectives for creating learning experiences for the child as you understand the influence of the family upon his/her development?

- C. What are your goals and objectives for guiding the child's social and emotional growth as you understand the influence of the family upon his/her development.

Films--"Howie at Home," "Howie at School," "Rachel at Home" and "Rachel at School." All four films produced by Education Development Center, 70 West 93rd St., NY 10025.

Activity #3: Design and implement an activity which you believe will enhance your knowledge and competencies for working with parents. The activity should be small enough to fit into your regular internship responsibilities. On December 3rd, be prepared to present a short report of your progress. The report should contain a written statement of the need, objectives, method and plan for evaluating your work.

APPENDIX E<sup>6</sup>BUILDING COMMUNICATION SKILLS FOR WORKING  
WITH PARENTS

**Purpose:** To provide information and learning experiences that will enable the teacher-intern to 1) understand the human relations skills necessary for working with parents; 2) to continually examine their personal values and perceptions of parents and seek on-going assessment of any such values that would impede effective communications; and 3) to be perceptive and responsive to parents' needs as they relate to the child as well as parental attitudes and perceptions of themselves and the school.

**Format:** Lecturette, discussion and role playing.

**Content of Lecturette:** The need to the communication process into slow motion--eye contact, attending, focusing/though/control/awareness; and, formulating a mental checklist for effective communications--what was said? what are my emotions? what is my body posture? need to clarify before responding, and the response.

**Role playing exercise:** Two people are holding a conference to discuss a problem situation.

1st person: I have some unfinished business to settle with you. . . .

2nd person: (speaks to the audience as with his/her alter ego, and responds to each item on the mental checklist for slowing down the communications process. After proceeding through the items, the final response is directed back to the first person.)

1st person: (finishes his/her first sentence)

2nd person: (Proceeds through the mental checklist, speaking audibly to the audience before making a reply to the first person.)

The audience evaluates the communication skills of the two role players.

APPENDIX E<sup>7</sup>  
HANDLING PROBLEM ENCOUNTERS

**Purpose:** To provide information and learning experiences that will enable the teacher-intern to 1) understand the human relations skills necessary for working with parents; 2) to continually examine their personal values and perceptions of parents and seek ongoing assessment of any such values that would impede effective communications; and, 3) to be perceptive and responsive to parents' needs as they relate to the child as well as parental attitudes and perceptions of themselves and the school.

**Format:** Lecturette and discussion.

**Objectives** for applying the communication principles:  
To create an open communication channel between the teacher and the parent; to discern the "real" problem that is cloaked in the parents' message; and, to facilitate collaborative problem solving efforts between the teacher and parent.

**Advantages** in applying the communication principles:  
Minimizes manipulative and avoidance tendencies by teachers; unearths the "real" agenda, allows both parties to appreciate his contribution to the process as well as each others'; and, maximizes success of problem solving.

**Some techniques** that teachers can use: Opening the communication channel by making the child the focal point; extrapolating the feeling level of the child based on the parent's report of the situation; and, translate the child's feeling to the parent into words.

APPENDIX E<sup>8</sup>

## THE HOME VISIT

Purpose: To help teacher-interns develop the following skills:

- 1) to convey to parents an acceptance of them as individuals who are knowledgeable, resourceful and who are concerned about their children's education;
- 2) to communicate with parents effectively regardless of their socio-economic background and educational sophistication;
- 3) to resolve conflicts with parents which involve the child;
- 4) to be perceptive and responsive to parents' needs as they relate to the child as well as parental attitudes and perceptions of themselves and the school; and
- 5) to devise various methods and strategies to involve every parent at some level in the teacher-parent partnership effort.

Format: Lecturette and role playing.

## Content of Lecturette

- 1) Attitudes of teachers for home visiting
- 2) Roles of the parent and the teacher
- 3) Content of the home visit
- 4) Process of the home visit
- 5) Home visit report form: how to use it
- 6) Suggestions for handling a variety of situations

## Role Playing

- 1) A nervous teacher on the first home visit
- 2) A teacher who arrives at the end of a marital argument
- 3) A teacher visiting a mother who is shy and reticent because she feels threatened by her poor educational background



- 4) The home visit that is constantly interrupted
- 5) A teacher who comes upon a situation in which mother and child have had a fight. The mother tries to keep the child out of the room. The child appears to have been bruised.

APPENDIX F  
TEACHER-INTERNS' REPORTS

Report #1

Problem

R\_\_\_\_\_'s behavior during the first few weeks of school showed that she would frequently withdraw in tears to a corner. After some time it was determined that her discomfort was largely due to feelings of exclusion. Friendship and social contact with peers was a central part of her sense of self esteem and security. Her mother, indicated that she felt her child was "pushy, manipulative, and liked being the center of attention." She frequently referred to her older son saying that R\_\_\_\_ just wasn't like him and that she wished she was more like him.

Mrs. B\_\_\_\_\_ was open and honest with me from the first. In fact, at times, her frankness was sometimes discomfoting.

The Need

My frequent conversations with Mrs. B\_\_\_\_\_ were of great value to my understanding of her child. However, as we talked I sensed that this mother, despite her open and frank conversation, was searching for a means of understanding her child's personality. Even more so, I felt that she needed to develop faith in this child and in her ability to deal with her.

### Strategy

My plan was to act as a resource, suggesting readings and answering questions whenever Mrs. B \_\_\_\_\_ showed an interest. Also I began to casually filter information to her about R\_\_\_\_\_ by describing her activities during the day focusing on her successes and my reasons for valuing them. The third and most successful part of the plan was to invite Mrs. B \_\_\_\_\_ to come into the classroom to help with special projects. This helped her to expand her own role in relation to R\_\_\_\_\_ and to see her in comparison to other children her own age. For R\_\_\_\_\_, this added prestige of having her own mother at school was a great boost to her sense of self worth. It was important for her to see that not only she but her family was valued and respected. A child's sense of self is so closely related to his overall sense of family worth.

### Results

Mrs. B \_\_\_\_\_ began to share her "insights" about R\_\_\_\_\_ with me. She would say, "Last night she wrote her name over and over again. I didn't know she could do that." In conversation she tends to compare her to her brother less often and more favorably. While working with other children at school she showed surprise at their similarities to R\_\_\_\_\_. I suspect that her son is an unusually precocious child leading her to expect all children to perform as

well. Presently we have become a two-way resource service. She suggests readings to me as often as I do to her.

R\_\_\_\_'s school behavior has shown great improvement. We haven't had tears in weeks and her social interactions seem freer and happier.

## Report #2

Parent (family) Participation with the  
Hospitalized Child

My interest in parents' involvement in the lives of their children has grown considerably during the semester. In our seminar we have concentrated on parent involvement in education. While this has been of great interest to me, I have recently done some reading concerning another area of parent involvement. As I will be doing an internship at a Boston hospital next semester. I have begun to explore the role of the parent when his/her child is hospitalized.

I have found quite a bit of information concerning the fears, problems and stresses a child faces when entering the hospital. Only recently, however, have the needs of the child's family been addressed. In addition to realizing the stress and fears which the parents face, the importance of the family to the child's welfare has been recognized.

In the past parents were often kept away from their hospitalized children. The reason given for this was that there was danger of spreading infectious disease and that hospitals needed to maintain quiet and discipline. In recent years, however, antibiotics and the shift in disease patterns (from contagious toward congenital) have invalidated many of the previous reasons for keeping children isolated.



While many hospitals are changing in this regard, the process has been slow. A large number of hospitals now allow unlimited visiting by parents but relatively few have provided any facilities which would allow parents to stay overnight or participate in the care of their child.

The major emphasis in the literature I have read is on the child. While the child is certainly of prime importance the needs of the parents themselves should not be overlooked. They are also concerned, worried and uprooted from their daily routine. An understanding hospital staff can do much to meet the needs of the parents. An atmosphere of empathy and understanding should be provided where the parents feel that their presence is welcomed by the staff.

There is a large range of possibilities in terms of parent participation as well as a large number of factors affecting the amount of participation which is best for both parent and child. Fortunately many hospital staffs have begun to explore these many possibilities. And hopefully an even greater number will do so in the near future.

## Report #3

Training Task III  
December 3, 1975Need

The parents' need is the reassurance that their child is treated as an individual and with respect. The teacher's need is to communicate effectively with the parents.

Objective

To establish a relationship with the parents in which the parents feel comfortable and competent in communicating their concerns and needs.

Method

Daily conversation with the parents when child is brought to school and picked up. Frequent phone calls and home visits when deemed necessary.

Evaluation

Objectively observing a positive change in the demeanor of the parents in respect to their openness in communication.

There has been a positive change in the openness of communication in this particular set of parents. However, since I have only recently become aware of their need the effectiveness of my communication with these parents is in doubt.

Since the beginning of the semester the parents appeared to be extremely happy with their child's progress in school,

with the school and with the teaching teams. I assumed that I was effectively communicating with them since they voiced no complaints and stated that they had no concerns. However, this proved to be a false assumption as the parents recently voiced their concerns, first to a teaching assistant then finally to me.

This points out the difficulty in communicating effectively with parents in a parent-teacher relationship.

Obviously, somewhere, somehow, I failed to develop an effective two way communication with this particular set of parents. This experience indicates to me that I will have to learn how to look beyond the surface of parental statements and attempt in some way to have parents confide in me any concern that they feel is legitimate.

Hopefully, just becoming aware of this problem will allow me to deal with it, also to avoid a repetition of it in the future.

## Report #4

An Example of Parent-Teacher Relationship

When I went to the Jones' to make my first home visit I found a neat, happy home with both parents and children getting along well. Bob, the four year old was to be my student in school. Bob's parents were very happy that I came to meet him and them before school started.

Mrs. Jones is a housewife and Mr. Jones is a physical education grad student. The Jones house is male dominated and is rather typical of a male superiority setting. Mr. Jones brings his children up with a competitiveness spirit and teaches his boys that they are men.

At the beginning of the semester Bob's mother brought him and picked him up. About a month and a half later a carpool was started and a neighbor brought Bob in and his mother picked him up. Around this time, a personal problem occurred. I was taken into the confidence of the Jones' and was told about. Around that time Bobby began having a separation problem from his mother. He would cry and cry at school.

I called Mrs. Jones just about every night to talk about the problem and find a way to solve it. We decided together to have her stay with him at school a couple of days because we both felt he needed her and she is an important part in his life.

At first Mrs. J\_\_\_\_\_blamed herself for the separation problem because she felt B\_\_\_\_\_felt neglected because she didn't take him to school anymore so, now she picks him up and takes him home. Also, she felt he might have noticed a difference at home because of the personal problem. We thoughtmaybe if B\_\_\_\_\_father brought him a couple of times it would help, so now he brings B\_\_\_\_\_in one day a week (he has classes the other days).

As of now B\_\_\_\_\_is doing fine and there has been no more crying. I feel my relationship with the J\_\_\_\_s' helped to solve this problem. I found it easy to talk to them and the reverse was also true. Having a good relationship is an essential part of being a teacher.



## Report #5

I found one of the best activities to enhance my competencies for working with parents was to either greet them in the beginning of the day or at the end. This gave me the opportunity to learn more about the parents' background, the child at home and the environment in which he or she lives. Also their beliefs in education, socialization, etc.

During my short conferences daily with the parents I feel brings about a closeness which developed into trust and confidence.

My availability and openness to the parents' wants and needs seems to perpetuate this trust, friendship and mutual respect which I feel has transferred to the child.

## Report #6

Parent Teacher Involvement: Concerning Two  
Brothers in the Same Class

Each member of the teaching team was assigned four special children to be in contact with throughout the semester. Two of the children I was assigned to are brothers, D\_\_\_\_\_ and M\_\_\_\_\_. They are fifteen months apart in age.

When I thought about these two children several questions came to mind. Will they be inseparable? Will they be treated like twins by their parents? by their teachers? And if not treated like twins will they always be lumped together as the B\_\_\_\_\_ brothers?

Even though both boys were mine I decided to ask another teacher (a T.A.) to come along for the first home visit so both children would feel they had a special teacher. This process would only continue through the first week or so of the school. So assuming the older child would be less dependent the TA took him in as her child to guide through the first few days of school. We assumed the younger child might be more dependent and need the same teacher all year.

During the first home visit I was glad we had two teachers. They didn't seem very dependent on one another. In fact, they seemed quite different. However, because there were two teachers each child could spend some time showing their teacher their home and special toys or places.

At the first home visit I asked the parents what their expectations and goals were for the two boys. They felt that the boys were really ready for something more than they could get at home. They needed more activities and children to play with.

Once school started the boys were extremely eager to come every day. Neither seemed to have any anxiety about leaving their mother. Because of this the mother was able to establish a car pool with another parent.

Although no anxiety was expressed about leaving the mother, the younger child was very dependent on his older brother. "Where's M\_\_\_\_\_" was heard what seemed like hundreds of times a day. In the beginning we reassured D\_\_\_\_\_ that M\_\_\_\_\_ was still here at school and we would help him find him.

When I told the mother about this she said she wasn't surprised. She felt D\_\_\_\_\_ was a more dependent child than M\_\_\_\_\_ even at home. At this point she expanded on her goals for the two boys. For M\_\_\_\_\_ they wanted curriculum that they felt he was ready for (pre-reading, number skills, etc) as well as fun things to do. For D\_\_\_\_\_ they just wanted him to become comfortable around a group of children and adults he wasn't familiar with. They felt he would have been very upset if he had gone to a different school from M\_\_\_\_\_ (because of his dependence), so they hoped that in

time D\_\_\_\_\_ would start to interact with the other children. She felt this could be encouraged.

I agreed that D\_\_\_\_\_ should be encouraged to interact with some of the other (younger) children. He had a hard time keeping up with M\_\_\_\_\_ and the older children and often seemed frustrated and self defeated. So after D\_\_\_\_\_ seemed comfortable with the physical surroundings and the other teachers, we began to encourage him to do activities other than those being done by M\_\_\_\_\_.

Soon D\_\_\_\_\_ became much less dependent and began moving around the room by himself. The teachers talked less and less of "M\_\_\_\_\_ and D\_\_\_\_\_" as a group.

I felt that with information from the parents and cooperation with them I was better able to help D\_\_\_\_\_ find himself in our class. This was a long process. In fact it took almost the whole semester but the change did occur, and it occurred easily and comfortably by the child.

## Report #7

At the beginning of this semester I learned that one of my children would be brought to school and picked up by her father. I have never had a close parent/teacher relationship with a father. I felt this was the opportunity for me to develop this kind of relationship. At first our common goal was H\_\_\_\_\_. Our conversations dealt with what H\_\_\_\_\_ did at school and what she did at home. This information was helpful. I learned more about H\_\_\_\_\_ than I would have in the school setting. As time progressed I felt that I wanted the conversations to be more diverse. I started to talk about baseball and the Red Sox and we had something else to talk about. Now we talk about home lives, our own schooling, and many different topics. I am pleased that my parent/teacher relationship with H\_\_\_\_\_ 's father has developed to the point where school isn't our only verbal outlet. I feel I know H\_\_\_\_\_ more than any other child at school because of my relationship with her father.



## Report #8

Parent Involvement in Schools

There has been much controversy lately over whether or not parents should be involved in their children's schools and if so in what capacity. Views range from those who contend that parents belong at home and have no place in school to those who believe parents should act as aids or resource people to those who want parents on the school board, making all personal, curriculum and financial decisions.

To me the important thing to remember is that no matter what position your particular school takes, the parents are still the most important ones to take into consideration when dealing with their child. Too often teachers look everywhere else when dealing with a problem except where it really counts, in the child's home.

Before one can become a really effective teacher, she must become aware of each child's home life and a good way to do this is by getting to know his parents. This is not to say that you will always agree, unfortunately this isn't always the case. For example, when I was teaching in a private kindergarten, we had a problem with a boy always swearing and cursing at both children and staff. However, when we brought this to his mother's attention, she wasn't the least bit concerned over this and allowed it at home.

As time passed, we were able to convince the parent that her son's language was having a direct effect on his social life in the classroom, so the issue became more important to her. But, even if this was not the case merely knowing that he was allowed to talk this way at home and get results when he used it, gave us a greater understanding of the child and helped us to deal with him.

This whole issue leads to another very important point, and that is which are more important the parents' morals and values or the teacher's? Again, I would say that both must be taken into account. And it makes things a lot easier to find these things out before trouble starts. Many issues are small enough so that a parent's wish may be carried out without interfering with the entire class procedure. But, at times a parent's and teacher's viewpoints may be so far apart that it would be better if possible to find a different class for this child. This of course is not always possible and then in my opinion it becomes the job of the teacher to in some way deal with the problem. Teachers and parents will not always agree on everything but a teacher should not ordinarily go against the wishes of a parent.

It's a good idea, if possible, to have a meeting at the beginning of the year to outline the program, if the parents are not aware of it. This would involve the philosophy of

the school and what are it's aims. Many parents for example, get upset if their children don't bring papers home, especially in the early grades. So I would want to make it clear that the process not the product is the important thing. This may comfort a parent who has a child who comes home without anything. It doesn't mean that their child didn't do anything all day it just means he at this time for some reason he prefers some other type of activity. A good teacher can put herself in the parent's place and therefore understand them.

In order for a child to have an enjoyable year and an educational one parents and teachers must work together. School and home should not be totally different and they won't be if parents and teachers are working together, for the same goal, the growth of the child.

## Report #9

My objectives for the project were to promote parental understanding of the school philosophy, curriculum and methods, and objectives; open up a channel of communication between the school personnel and the parents, get ideas about what sorts of things parents are concerned about, what kinds of questions they ask, what objectives they have for their children.

I invited the parents to come in to school and talk with me (see letter) I have a lot more time than any of the student teachers as I only teach on the floor one day out of four. I designed this project for myself, not specifically for the course. I set aside Mondays and Wednesdays but made arrangements for Tuesdays if necessary.

I've been keeping a short account of each visit--things parents talked about, questions asked, answers to my questions, my impressions, anything I felt was particularly important, and ideas for further thought that come out of the conferences. I found that although the general tone of each conference was different, many of the parents had similar reasons for sending their children to school, few seemed interested in talking about the philosophy and activities. Subjects that come up ranged from sexism to guns to thumb-sucking. So far we come away feeling like we really made a beginning with working with this group of parents. They seem to respond more warmly towards me afterwards in subsequent encounters.

## APPENDIX G

Table 14: Summary of Experimental Teacher-Intern Group Scores Obtained from Pre-Test to Post-Test Analysis

Table 15: Summary of Control Teacher-Intern Group Scores Obtained from Pre-Test to Post-Test Analysis

Table 16: Summary of Parents' Pre-Test Data Analysis

Table 17: Summary of Parents' Post-Test Data Analysis

Table 18: Summary of Experimental Parent Group Scores Obtained from the Pre-Test to Post-Test Analysis

Table 19: Summary of Control Parent Group Scores Obtained from the Pre-Test to Post-test Analysis



TABLE 14  
SUMMARY OF EXPERIMENTAL GROUP TEACHER-INTERN SCORES OBTAINED FROM PRE-TEST  
TO POST-TEST ANALYSIS

Questionnaire Section	Group	X	Maximum Score	X	X <sup>2</sup>	t score	Decision
II	Pre	155.0	20	15.5	22.5	0.695	Cannot re- ject H <sub>0</sub>
	Post	160.0		16.0	24.0		
III	Pre	633.9	85	63.39	911.0	-1.27	Cannot Re- ject H <sub>0</sub>
	Post	692.0		69.2	955.6		
IV,1	Pre	33.0	4	3.3	8.1	1.52	Cannot Re- ject H <sub>0</sub>
	Post	38.0		3.8	1.6		
IV,2	Pre	210.8	35	21.08	96.98	1.73	Cannot Re- ject H <sub>0</sub>
	Post	240.0		24.0	160.0		
IV,3	Pre	202.0	28	20.2	241.6	1.00	Cannot Re- ject H <sub>0</sub>
	Post	223.0		22.3	154.1		
IV,4	Pre	27.0	4	2.7	4.1	0.306	Cannot Re- ject H <sub>0</sub>
	Post	25.0		2.8	5.6		

n<sub>E</sub> pre = 10n<sub>E</sub> post = 8

df = 18

t<sub>critical</sub> = 1.734

OC = .10 two failed test

TABLE 15  
SUMMARY OF CONTROL TEACHER-INTERN GROUP SCORES OBTAINED FROM PRE-TEST  
TO POST-TEST ANALYSIS

Questionnaire Section	Group	X	Maximum Score	$\bar{X}$	$\chi^2$	t score	Decision
II	Pre	113.0	20	14.1	2.87	.625	Cannot re- ject $H_0$
	Post	82.9		13.8	4.83		
III	Pre	518.6	85	64.83	498.12	.231	Cannot re- ject $H_0$
	Post	382.4		63.73	432.54		
IV, 1	Pre	26.0	4	3.3	3.5	.573	Cannot re- ject $H_0$
	Post	21.0		3.5	1.5		
IV, 2	Pre	187.9	35	23.49	97.71	.962	Cannot re- ject $H_0$
	Post	131.0		21.83	30.83		
IV, 3	Pre	180.0	28	22.5	36.0	1.30	Cannot re- ject $H_0$
	Post	124.6		20.8	36.43		
IV, 4	Pre	18.0	4	2.3	1.5	1.547	Cannot re- ject $H_0$
	Post	16.8		2.8	2.8		

$n_C$  pre = 8      df = 12

$n_C$  post = 8       $t_{critical} = 1.782$

$\alpha = .10$  two failed test

TABLE 16  
SUMMARY OF PARENTS' PRE-TEST DATA ANALYSIS

Questionnaire Section	Group	N	X	Maximum Score	$\bar{X}$	$X^2$	df	$t_{critical}$	$t_{score}$	Decision
II,1	E C	14	515.6	45	36.82	463.81	27	1.703	1.57	Cannot re- ject $H_0$
		15	597.6		39.84	279.836				
II,2	E C	15	283.4	24	18.89	283.4	28	1.701	-2.06	Reject $H_0$
		15	316.8		21.12	316.8				
III	E C	16	53.0	4	3.31	9.44	31	1.696	.0943	Cannot re- ject $H_0$
		17	55.0		3.23	9.06				

$\alpha = .10$  two failed test

TABLE 17  
SUMMARY OF PARENTS' POST-TEST DATA ANALYSIS

Questionnaire Section	Group	X	Maximum Score	$\bar{X}$	$\chi^2$	t <sub>score</sub>	Decision
II,1	E	606.9	45	37.93	544.12	.278	Cannot reject $H_0$
	C	596.6		37.3	715.60		
II,2	E	313.3	24	19.8	153.03	.07	Cannot reject $H_0$
	C	315.0		19.7	161.44		
III	E	54.0	4	3.4	11.75	1.325	Cannot reject $H_0$
	C	48.0		3.0	10.0		

$n_E = 16$        $t_{\text{critical}} = 1.697$

$n_C = 16$        $\alpha = .10$  two failed test

$df = 30$

TABLE 18  
SUMMARY OF EXPERIMENTAL PARENT GROUP SCORES OBTAINED FROM PRE-TEST  
TO POST-TEST ANALYSIS

Questionnaire Section	Group	N	X	Maximum Score	$\bar{X}$	$\chi^2$	df	t critical	t score	Decision
II,1	Pre	14	515.6	45	36.82	463.81	28	1.701	-.5056	Cannot reject $H_0$
	Post	16	606.9		37.73	544.12				
II,2	Pre	15	283.4	24	18.89	181.83	28	1.699	-.699	Cannot reject $H_0$
	Post	16	316.3		19.77	153.03				
III	Pre	16	53.0	4	3.3	9.44	30	1.697	-.302	Cannot reject $H_0$
	Post	16	54.0		3.4	11.75				

$\alpha = .10$  two failed test



TABLE 19  
SUMMARY OF CONTROL PARENT GROUP SCORES OBTAINED FROM PRE-TEST  
TO POST-TEST ANALYSIS

Questionnaire Section	Group	N	X	Maximim Score	$\bar{X}$	$\chi^2$	df	$t_{critical}$	t score	Decision
II,1	Pre	15	597.6	45	39.84	279.84	29	1.699	1.207	Cannot re- ject $H_0$
	Post	16	596.6		37.29	715.60				
II,2	Pre	15	316.8	24	21.12	62.68	29	1.699	1.427	Cannot re- ject $H_0$
	Post	16	315.0		19.69	161.44				
III	Pre	17	55.0	4	3.23	9.06	31	1.696	0.839	Cannot re- ject $H_0$
	Post	16	48.0		3.0	10.00				

$\alpha = .10$  two failed test

## APPENDIX H

- Table 20: Raw Data--Experimental Teacher-Intern Group Pre-Test Scores, Section II of the Teacher-Intern Questionnaire
- Table 21: Raw Data--Experimental Teacher-Intern Group Post-Test Scores, Section II of the Questionnaire
- Table 22: Raw Data--Experimental Teacher-Intern Group Pre-Test Scores, Section III of the Teacher-Intern Questionnaire
- Table 23: Raw Data--Experimental Teacher-Intern Group Post-Test Scores, Section III of the Questionnaire
- Table 24: Raw Data--Experimental Teacher-Intern Group Pre-Test Scores, Section IV, 1 of the Teacher-Intern Questionnaire
- Table 25: Raw Data--Experimental Teacher-Intern Group Pre-Test Scores, Section IV,2 of the Questionnaire
- Table 26: Raw Data--Experimental Teacher-Intern Group Post-Test Scores, Section IV,2 of the Questionnaire
- Table 27: Raw Data--Experimental Teacher-Intern Group Pre-Test Scores, Section IV,3 of the Questionnaire
- Table 28: Raw Data--Experimental Teacher-Intern Group Post-Test Scores, Section IV,3 of the Questionnaire
- Table 29: Raw Data--Experimental Teacher-Intern Pre-Test and Post-Test Scores, Section IV,4 of the Questionnaire
- Table 30: Raw Data--Control Teacher-Intern Group Pre-Test Scores, Section II of the Teacher-Intern Questionnaire
- Table 31: Raw Data--Control Teacher-Intern Group Post-Test Scores, Section II of the Questionnaire
- Table 32: Raw Data--Control Teacher-Intern Group Pre-Test Scores, Section III of the Teacher-Intern Questionnaire
- Table 33: Raw Data--Control Teacher-Intern Group Post-Test Scores, Section III of the Questionnaire
- Table 34: Raw Data--Control Teacher-Intern Group Pre-Test and Post-Test Scores, Section IV,1 of the Teacher-Intern Questionnaire

- Table 35: Raw Data--Control Teacher-Intern Group Pre-Test Scores, Section IV,2 of the Questionnaire
- Table 36: Raw Data--Control Teacher-Intern Group Post-Test Scores, Section IV,2 of the Questionnaire
- Table 37: Raw Data--Control Teacher-Intern Group Pre-Test Scores, Section IV,3 of the Questionnaire
- Table 38: Raw Data--Control Teacher-Intern Group Post-Test Scores, Section IV,3 of the Questionnaire
- Table 39: Raw Data--Control Teacher-Intern Pre-Test and Post-Test Scores, Section IV,4 of the Questionnaire
- Table 40: Raw Data: Experimental Parent Group Pre-Test Scores, Section II,1 of the Parent Questionnaire
- Table 41: Raw Data--Experimental Parent Group Post-Test Scores, Section II,1 of the Parent Questionnaire
- Table 42: Raw Data--Experimental Parent Group Pre-Test Scores, Section II,2 of the Parent Questionnaire
- Table 43: Raw Data--Experimental Parent Group Post-Test Scores, Section II,2 of the Parent Questionnaire
- Table 44: Raw Data--Experimental Parent Group Pre-Test and Post-Test Scores, Section II,3 of the Parent Questionnaire
- Table 45: Raw Data--Control Parent Group Pre-Test Scores, Section II,1 of the Parent Questionnaire
- Table 46: Raw Data--Control Parent Group Post-Test Scores, Section II,1 of the Parent Questionnaire
- Table 47: Raw Data--Control Parent Group Pre-Test Scores, Section II,2 of the Parent Questionnaire
- Table 48: Raw Data--Control Parent Group Post-Test Scores, Section II,2 of the Parent Questionnaire
- Table 49: Raw Data--Control Parent Group Pre-Test and Post-Test Scores, Section II,3 of the Parent Questionnaire

TABLE 20

RAW DATA: EXPERIMENTAL TEACHER-INTERN GROUP  
 PRE-TEST SCORES, SECTION II OF THE  
 TEACHER-INTERNS' QUESTIONNAIRE

Subjects	Scores				
	Items:	1	2	3	4
1		2	4	1	4
2		1	3	2	2
3		1	4	1	5
4		1	5	2	4
5		1	3	1	4
6		2	4	1	5
7		2	4	2	3
8		2	4	1	5
9		1	2	1	4
10		1	4	2	4

TABLE 21

RAW DATA: EXPERIMENTAL TEACHER-INTERN GROUP  
POST-TEST SCORES, SECTION II OF THE  
QUESTIONNAIRE

Subjects	Scores				
	Items:	1	2	3	4
1		1	2	1	4
2		1	4	1	5
3		1	2	1	4
4		1	4	2	3
5		2	3	2	4
6		2	3	1	4
7		2	4	2	4
8		1	3	1	4
9		2	3	1	5
10		1	4	2	3

TABLE 22

RAW DATA: EXPERIMENTAL TEACHER-INTERN GROUP PRE-TEST SCORES, SECTION III  
OF THE TEACHER-INTERN QUESTIONNAIRE

Subjects	Scores																	
	Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	3	1	2	2	2	2	2	3	4	2	4	3	2	2	2	2	4	3
2	3	1	2	2	2	2	2	3		2	4	4	4	3	3	2	2	4
3	2	1	1	1	1	-	2	2	-	2	2	2	2	1	1	1	1	1
4	2	1	1	1	2	2	2	3	4	1	4	5	5	1	1	2	2	2
5	2	1	1	1	1	3	5	5	4	3	5	5	3	2	2	2	3	5
6	2	2	2	2	1	1	1	2	3	2	2	2	1	1	1	1	1	1
7	2	1	5	1	1	3	2	2	4	3	3	3	2	2	2	2	2	2
8	2	1	2	2	2	-	1	-	4	2	2	2	2	2	2	2	2	2
9	2	1	1	1	1	2	2	2	3	2	2	2	2	1	1	2	2	2
10	2	1	1	1	1	1	3	3	3	3	2	2	3	2	2	2	2	2



TABLE 23  
 RAW DATA; EXPERIMENTAL TEACHER-INTERN GROUP POST-TEST SCORES, SECTION III  
 OF THE QUESTIONNAIRE

Subjects	Scores																	
	Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	2	2	2	2	2	2	1	2	2	1	2	2	2	1	1	2	2	2
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	2	2	2	1	1	1	1	1	1	1	1
4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
5	1	1	1	1	1	1	2	2	2	2	2	2	2	1	1	1	1	1
6	2	2	1	2	2	2	3	5	5	3	5	3	3	2	2	2	2	2
7	2	1	1	1	1	1	2	3	5	4	5	2	3	2	2	2	2	2
8	2	2	2	2	1	1	1	3	4	2	2	3	3	2	2	2	2	2
9	2	1	1	1	1	2	2	2	3	4	2	2	1	1	1	2	2	2
10	2	1	2	3	3	3	3	4	4	4	4	4	3	2	2	3	1	2

TABLE 24

RAW DATA: EXPERIMENTAL TEACHER-INTERN GROUP  
PRE-TEST AND POST-TEST SCORES, SECTION IV,  
1 OF THE TEACHER-INTERNS' QUESTIONNAIRE

Subjects	Scores	
	Pre-Test	Post-Test
1	4	4
2	1	4
3	4	4
4	4	3
5	4	4
6	3	4
7	3	3
8	3	4
9	3	4
10	4	4

TABLE 25

RAW DATA: EXPERIMENTAL TEACHER-INTERN GROUP  
PRE-TEST SCORES, SECTION IV, 2  
OF THE QUESTIONNAIRE

Subjects	Scores							
	Items	a	b	c	d	e	f	g
1		3	4	4	4	3	4	4
2		3	3	3	2	2	2	2
3		2	3	1	3	3	3	3
4		4	2	3	4	3	3	3
5		3	2	2	3	3	3	3
6		3	2	2	2	3	2	3
7		4	3	2	3	3	-	3
8		2	3	3	3	3	3	3
9		4	3	2	3	4	5	3
10		4	3	3	4	4	4	3

TABLE 26

RAW DATA: EXPERIMENTAL TEACHER-INTERN GROUP  
 POST-TEST SCORES, SECTION IV, 2  
 OF THE QUESTIONNAIRE

Subjects	Scores							
	Items	a	b	c	d	e	f	g
1		3	2	2	3	3	3	3
2		2	2	3	2	2	2	3
3		2	2	2	2	2	2	2
4		4	4	4	4	4	4	4
5		2	3	2	2	3	3	3
6		2	2	2	3	2	2	2
7		2	3	2	2	2	2	2
8		4	3	4	4	3	2	2
9		4	2	2	3	2	2	2
10		3	2	1	2	2	3	3

TABLE 27

RAW DATA: EXPERIMENTAL TEACHER-INTERN GROUP  
PRE-TEST SCORES, SECTION IV,3  
OF THE QUESTIONNAIRE

Subjects	Scores							
	Items	a	b	c	d	e	f	g
1		2	2	2	3	3	2	2
2		2	1	2	1	1	2	1
3		1	1	1	1	1	1	1
4		1	1	1	1	1	2	2
5		3	1	2	4	3	2	3
6		1	2	2	2	2	2	1
7		2	3	3	4	3	2	3
8		3	3	3	3	3	3	3
9		3	3	3	3	3	3	3
10		2	1	1	3	3	2	2

TABLE 28

RAW DATA: EXPERIMENTAL TEACHER-INTERN GROUP  
 POST-TEST SCORES, SECTION IV,3  
 OF THE QUESTIONNAIRE

Subjects	Scores							
	Items	a	b	c	d	e	f	g
1		3	3	2	3	2	2	2
2		1	2	1	1	2	2	1
3		1	1	1	1	2	1	1
4		3	3	3	3	3	3	3
5		1	1	1	1	2	2	2
6		1	1	1	2	1	1	1
7		2	2	2	2	2	2	2
8		1	1	1	3	2	2	2
9		2	2	1	2	2	2	1
10		2	2	2	3	2	2	2



TABLE 29

RAW DATA: EXPERIMENTAL TEACHER-INTERNS' PRE-TEST  
AND POST-TEST SCORES, SECTION IV,4  
OF THE QUESTIONNAIRE

Subjects	Scores	
	Pre-Test	Post-Test
1	3	3
2	2	3
3	2	3
4	2	4
5	3	-
6	2	3
7	3	2
8	3	1
9	4	3
10	3	3

TABLE 30

RAW DATA: CONTROL TEACHER-INTERN GROUP PRE-TEST  
SCORES, SECTION II OF THE TEACHER-INTERN  
QUESTIONNAIRE

Subjects	Scores				
	Items	1	2	3	4
1		1	4	2	4
2		2	4	2	4
3		2	3	2	3
4		4	3	2	5
5		2	4	3	4
6		2	4	2	4
7		2	4	1	4
8		3	4	2	5

TABLE 31

RAW DATA: CONTROL TEACHER-INTERN GROUP POST-TEST  
SCORES, SECTION II OF THE QUESTIONNAIRE

Subjects	Scores				
	Items	1	2	3	4
1		2	4	2	4
2		2	4	2	4
3		2	4	1	4
4		2	4	2	4
5		2	4	3	3
6		2	4	2	4

TABLE 32  
RAW DATA: CONTROL TEACHER-INTERN GROUP PRE-TEST SCORES, SECTION III OF  
THE TEACHER-INTERN QUESTIONNAIRE

Subjects	Scores																	
	Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	2	2	2	1	1	3	5	1	4	3	5	4	5	3	2	2	2	2
2	2	1	1	1	1	2	1	2	3	2	2	2	2	1	1	2	2	2
3	3	2	2	2	2	3	2	4	3	2	2	3	3	4	4	4	4	4
4	3	2	2	2	1	1	2	3	4	3	3	3	3	1	1	2	2	2
5	2	1	-	1	3	3	3	3	3	3	2	2	2	2	3	1	3	1
6	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
7	2	1	1	1	1	2	2	3	4	3	3	2	2	2	2	2	2	3
8	1	1	1	1	1	1	1	1	2	2	1	2	2	2	2	2	2	2

TABLE 33  
RAW DATA: CONTROL TEACHER-INTERN GROUP POST-TEST SCORES, SECTION III OF  
THE QUESTIONNAIRE

Subjects	Scores																	
	Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	2	1	1	2	1	3	2	4	4	2	4	4	2	1	1	1	1	1
2	1	1	1	1	1	2	1	2	3	2	2	2	2	3	2	2	2	2
3	2	1	1	1	1	3	1	2	4	2	2	-	3	2	2	1	1	1
4	2	2	2	2	2	2	2	2	5	5	2	2	2	2	2	5	2	2
5	2	2	3	3	3	5	5	5	3	4	3	2	4	4	3	3	3	3
6	2	2	2	2	2	2	2	2	3	3	3	3	2	1	1	1	1	1

TABLE 34

RAW DATA: CONTROL TEACHER-INTERN GROUP PRE-TEST  
AND POST-TEST SCORES, SECTION IV,1 OF THE  
TEACHER-INTERN QUESTIONNAIRE

Subjects	Scores	
	Pre-Test	Post-Test
1	3	4
2	3	3
3	3	4
4	4	4
5	2	3
6	3	3
7	4	-
8	4	-



TABLE 35

RAW DATA: CONTROL TEACHER-INTERN GROUP PRE-TEST  
SCORES, SECTION IV,2 OF THE QUESTIONNAIRE

Subjects	Scores							
	Items	a	b	c	d	e	f	g
1		3	3	3	3	4	4	4
2		3	3	2	3	3	3	3
3		3	3	3	2	4	3	2
4		2	2	2	2	-	3	3
6		4	3	2	3	3	3	3
7		2	2	2	3	2	2	2
8		4	2	1	2	3	4	3

TABLE 36

RAW DATA: CONTROL TEACHER-INTERN GROUP POST-TEST  
SCORES, SECTION IV,2 OF THE QUESTIONNAIRE

Subjects	Scores							
	Items	a	b	c	d	e	f	g
1		2	2	3	3	4	3	3
2		3	3	2	2	2	-	2
3		4	3	5	3	3	-	3
4		3	3	4	4	3	3	3
5		2	2	3	3	4	3	3
6		3	3	3	3	3	3	3

TABLE 37

RAW DATA: CONTROL TEACHER-INTERN GROUP PRE-TEST  
SCORES, SECTION IV,3 OF THE QUESTIONNAIRE

Subjects	Scores							
	Items	a	b	c	d	e	f	g
1		2	2	1	3	2	2	2
2		1	1	1	3	3	3	3
3		1	2	1	1	1	1	1
4		2	2	2	2	2	2	2
5		2	2	2	2	1	1	2
6		2	2	1	2	2	1	1
7		2	2	1	2	2	2	1
8		2	2	1	3	2	2	2

TABLE 38

RAW DATA: CONTROL TEACHER-INTERN GROUP POST-TEST  
SCORES, SECTION IV,3 OF THE QUESTIONNAIRE

Subjects	Scores							
	Items	a	b	c	d	e	f	g
1		2	2	1	2	2	1	1
2		1	2	1	3	3	2	2
3		1	2	1	4	3	3	2
4		2	3	2	3	3	2	2
5		2	2	3	3	-	-	-
6		1	1	1	2	2	2	2

TABLE 39

RAW DATA: CONTROL TEACHER-INTERNS' PRE-TEST AND  
POST-TEST SCORES, SECTION IV,4 OF THE  
QUESTIONNAIRE

Subjects	Scores	
	Pre-Test	Post-Test
1	3	4
2	3	3
3	2	3
4	2	2
5	2	-
6	2	2
7	2	-
8	2	-

TABLE 40  
RAW SCORE: EXPERIMENTAL PARENT GROUP PRE-TEST  
SCORES, SECTION II,1 OF THE PARENT  
QUESTIONNAIRE

Subjects	Scores									
	Items	a	b	c	d	e	f	g	h	i
1		4	3	2	2	2	2	2	2	2
2		-	-	4	1	-	-	-	-	3
3		1	2	1	1	-	-	1	1	3
4		-	-	-	-	-	-	-	-	-
5		-	3	3	2	2	2	4	2	2
6		3	2	2	1	1	1	2	2	3
7		1	1	1	1	1	1	1	1	1
8		-	1	2	2	2	3	4	2	2
9		1	1	1	1	-	-	1	1	1
10		4	3	4	3	3	3	5	3	3
11		2	3	2	2	2	2	3	2	1
12		2	3	2	2	-	-	-	2	2
13		2	2	1	1	-	1	-	-	2
14		1	1	1	1	-	-	1	1	1
15		5	4	1	1	1	1	5	-	1
16		1	1	1	1	1	2	2	-	1



TABLE 41

RAW SCORE: EXPERIMENTAL PARENT GROUP POST-TEST  
SCORES, SECTION II, 1 OF THE PARENT  
QUESTIONNAIRE

Subjects	Scores									
	Items	a	b	c	d	e	f	g	h	i
		3	3	3	3	3	3	3	3	3
2		1	1	1	1	1	1	1	-	1
3		2	1	2	1	-	-	2	2	3
4		1	2	2	2	2	2	1	2	3
5		1	1	1	1	1	1	1	1	1
6		2	2	2	1	2	1	3	2	2
7		1	1	1	1	1	1	1	1	1
8		1	1	1	1	1	1	1	1	1
9		1	1	2	1	-	-	2	1	1
10		2	2	1	1	-	1	1	2	2
11		1	2	1	1	1	1	2	2	2
12		2	2	2	2	2	2	2	2	2
13		2	3	2	2	2	2	2	3	2
14		3	3	2	2	3	2	3	3	3
15		2	2	1	1	1	1	4	1	2
16		4	4	4	1	-	-	5	-	4

TABLE 42

RAW DATA: EXPERIMENTAL PARENT GROUP PRE-TEST  
SCORES, SECTION II,2 OF THE PARENT  
QUESTIONNAIRE

Subjects	Items	Scores					
		a	b	c	d	e	f
1		2	1	2	2	2	1
2		-	-	-	3	-	3
3		1	2	2	2	2	-
4		1	1	1	1	1	2
5		2	2	3	2	2	3
6		1	3	3	3	2	2
7		1	1	1	1	1	1
8		-	2	1	1	2	2
9		2	1	2	1	1	2
10		3	3	3	3	3	3
11		3	3	3	2	2	3
12		2	3	2	2	2	2
13		2	-	-	1	1	-
14		2	1	2	1	1	2
15		2	-	-	3	2	3
16		1	1	1	1	1	1

TABLE 43

RAW DATA: EXPERIMENTAL PARENT GROUP POST-TEST  
SCORES, SECTION II,2 OF THE PARENT  
QUESTIONNAIRE

Subjects	Items	Scores					
		a	b	c	d	e	f
1		2	2	2	2	2	2
2		1	1	1	1	2	2
3		1	1	2	2	1	1
4		2	2	2	1	2	2
5		1	1	1	1	1	2
6		1	2	2	2	2	3
7		1	1	1	-	1	1
8		1	1	1	1	1	1
9		2	2	2	1	1	1
10		2	1	2	2	2	2
11		1	1	2	2	1	1
12		1	2	2	2	2	2
13		2	2	2	2	2	2
14		2	2	3	3	2	3
15		1	2	1	1	2	2
16		2	3	3	3	3	4

TABLE 44

RAW DATA: EXPERIMENTAL PARENT GROUP PRE-TEST  
AND POST-TEST SCORES, SECTION II,3 OF THE  
PARENT QUESTIONNAIRE

Subject	Scores	
	Pre-Test	Post-Test
1	4	2
2	3	4
3	3	4
4	4	4
5	3	4
6	2	4
7	4	4
8	4	4
9	2	2
10	3	3
11	4	4
12	4	2
13	3	3
14	2	4
15	4	4
16	4	2

TABLE 45  
 RAW DATA: CONTROL PARENT GROUP PRE-TEST SCORES  
 SECTION II,1 OF THE PARENT  
 QUESTIONNAIRE

Subjects	Scores									
	Items	a	b	c	d	e	f	g	h	i
1		2	1	1	1	1	1	1	1	1
2		1	1	1	1	1	1	1	1	-
3		2	1	1	1	1	1	2	1	1
4		4	4	2	2	-	-	4	-	-
5		1	1	1	1	1	1	1	1	1
6		3	3	2	1	1	1	3	1	1
7		4	4	1	1	1	1	1	-	1
8		1	1	1	1	1	1	1	1	1
9		2	3	2	2	2	2	3	3	3
10		3	2	-	1	2	2	3	2	1
11		3	3	-	1	2	1	3	2	1
12		2	3	1	1	1	2	-	2	2
13		1	1	1	1	1	1	1	1	1
14		3	4	1	1	1	1	4	1	1
15		2	-	1	1	1	1	2	-	1
16		-	-	-	1	-	-	-	-	1
17		-	-	2	2	-	-	-	-	2

TABLE 46

RAW DATA: CONTROL PARENT GROUP POST-TEST SCORES,  
SECTION II,1 OF THE PARENT  
QUESTIONNAIRE

[illegible]



TABLE 47

RAW DATA: CONTROL PARENT GROUP PRE-TEST SCORES,  
SECTION II,2 OF THE PARENT QUESTIONNAIRE

Subjects	Scores						
	Items	a	b	c	d	e	f
1		1	1	1	1	1	2
2		1	1	2	1	1	1
3		1	1	1	2	2	2
4		-	-	-	-	-	3
5		1	1	1	1	1	1
6		1	1	2	2	2	2
7		1	3	2	2	1	3
8		1	1	1	1	1	1
9		1	1	2	2	1	2
10		1	2	1	1	1	2
11		1	2	2	2	3	3
12		2	2	2	1	2	-
13		1	1	-	1	-	-
14		2	2	2	1	2	1
15		1	1	1	1	1	2
16		-	-	-	-	-	-
17		2	-	2	2	2	-

TABLE 48

RAW DATA: CONTROL PARENT GROUP POST-TEST SCORES,  
SECTION II, 2 OF THE PARENT QUESTIONNAIRE

Subjects	Scores						
	Items	a	b	c	d	e	f
1		1	1	1	1	1	1
2		1	2	2	1	2	2
3		1	2	2	1	1	2
4		2	2	3	2	2	2
5		2	2	2	2	2	2
6		2	2	2	2	2	2
7		2	1	2	1	2	2
8		1	1	1	1	1	1
9		1	1	1	1	1	1
10		2	2	2	2	2	2
11		1	1	1	1	1	1
12		2	3	3	2	3	3
13		1	1	1	2	2	2
14		2	2	3	3	3	2
15		2	2	1	1	2	2
16		2	2	2	2	2	2

TABLE 49

RAW DATA: CONTROL PARENT GROUP PRE-TEST AND  
POST-TEST SCORES, SECTION II,3 OF THE  
PARENT QUESTIONNAIRE

Subjects	Scores	
	Pre-Test	Post-Test
1	4	2
2	3	3
3	3	2
4	3	4
5	3	2
6	4	4
7	2	3
8	4	4
9	2	3
10	4	3
11	4	4
12	3	4
13	2	3
14	2	3
15	3	2
16	4	2
17	3	-



